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ABSTRACT

This manual provides information on the identification and evaluation of students with severe disabilities. The first section provides general information related to funding for students with severe disabilities, the funding process, eligibility, types of support, the Individualized Program Plan, and student evaluation. Section 2 provides case studies of students with severe mental disability, severe emotional/behavioral disability, severe physical or medical disability, autism, deafness, and blindness. Case studies illustrate characteristics of students with these disabilities, provide questions and answers addressing eligibility for special services, and include a sample student review form. The questions and answers also discuss documentation required for eligibility, supports and services required, therapeutic services, how the student's program plan should be individualized to address the specific disability, and other supporting documentation relevant to the condition. The final section of the handbook includes appendices that provide sample student review forms, behavioral assessment reports, Individualized Program Plans and a sample occupational therapy report, a physical therapy assessment report, and a speech-language progress report. A list of teacher resources is also provided. (CR)

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Handbook for the Identification and Review of Students with Severe Disabilities

October 1, 2000

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Section I — General Information

Introduction

This manual is for use by school authority personnel, school principals, counsellors and teachers.

All definitions are taken from the current *Funding Manual for School Authorities.*

Different sections of this manual may be of interest to various staff. Recognition is given to the fact that each school authority sets up the coding and review process according to their resources.

Questions and Answers

What is the purpose of Severe Disabilities funding?

- Funding for students with severe disabilities provides for programs that meet the special education needs of students with severe disabilities.
- Refer to Sections 1.A.2 and 3.2 in the *Funding Manual for School Authorities* for the current school year.
- Severe Disabilities funding is in addition to the Basic Instruction funding provided for all resident students in a school authority.

Who can apply for funding?

The following school authorities are eligible to receive funding:

- Public school jurisdictions
- Separate school jurisdictions
- Francophone school jurisdictions
- Charter schools
- Provincially funded private schools.

How is the funding provided to school authorities?

- Funding is provided by Alberta Learning to each school authority on a per pupil basis and school authorities allocate the funds in a variety of ways.
- Severe Disabilities funding is based on student registration information for grades 1 - 12, as of September 30, that has been submitted to the Educational Information Exchange (EIE) by October 5.
- Monitoring of students with severe disabilities may commence earlier than the deadline for submission to the Educational Information Exchange.

- To facilitate the monitoring process, jurisdictions may be asked to submit a list of students with severe disabilities to the Special Programs Branch before October 5.

New

- Students who are registered with a school authority on September 30 and are approved as having a severe disability, who then move to another school authority during the school year, may be claimed for pro-rated severe disabilities funding by the second school authority.
  - Pro-rated funding for applicable students may be claimed using the March 1 enrollment count date.
  - For any students where this situation applies, the funding provided will be 6/12's of $12,307. This would also apply to students who move from an institution (such as a hospital program, young offender centre, etc) to a school authority.
  - Funding provided to the school authority where the student was originally registered will not be affected or pro-rated.

Revised

- This pro-rated funding using the March 1 enrollment count will apply to newly identified/diagnosed students with severe disabilities who were not identified at the original school authority but were identified as a severely disabled student after transferring to another school authority.

New

- For students with a severe disability who were not registered with any school authority on September 30 and who are registered in a school authority after September 30, may be claimed for pro-rated severe disability funding. Funding for students who qualify under this requirement may be claimed using the March 1 enrollment count date. Funding provided will be 6/12's of $12,307.
- Severe disability funding for a **school jurisdiction** is calculated by multiplying the number of **funded students with severe disabilities** by the severe disabilities funding rate.
- School jurisdictions are required to report expenditures for students with severe disabilities.

How is the eligibility for Severe Disabilities funding determined?

Revised

Eligibility for Severe Disabilities funding will be based on **all** of the following:

- a diagnosis of a disability/condition at the severe/profound level by qualified personnel (note: a diagnosis alone is not necessarily sufficient to qualify for funding)
- documentation/assessments of the student's current level of functioning in the learning environment
- a current Individualized Program Plan (IPP) which addresses the student's diagnosed needs
- the levels of support and services being provided to the student.

Which students can be considered severe?

A student must:

- be in grades 1 to 12
- be a funded eligible student who is at least 5 years 6 months but less than 20 years of age on September 1 of the school year in which the student is counted
- have documentation to support the severity of the disabling condition
- require and receive extensive modifications to the education program that reflect his or her current level of functioning
- require and receive supports and services
- have an IPP.

What types of supports need to be in place?

Students with severe disabilities claimed for this funding, must receive three or more of the following levels of support:

- frequent specialized one-on-one instruction/intervention; e.g., teaching assistant time
- specialized or adaptive equipment
- assistance for basic care; e.g., toileting, grooming, catherization
- frequent documented monitoring of medical and/or behaviour status
- therapeutic service at cost to the system and other service providers; e.g., behaviour specialist, orientation and mobility specialist.

Is an Individualized Program Plan (IPP) a requirement?

- Yes, an IPP must be developed and implemented for each student identified as having special needs.
- School jurisdictions must develop and implement an IPP supported by appropriate medical, psychiatric, psychological or other professional documentation for each funded student with a severe disability identified and attending a school of the jurisdiction.
- The IPP will include the following essential information:
  - assessed level of educational performance
  - strengths and areas of need
  - long-term goals and short-term objectives related to the student's disability
  - special education and related services to be provided
  - review dates, results and recommendations
  - relevant medical information
  - required classroom accommodations; e.g., any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment
  - transition plans.

Who is qualified to diagnose a disability?

School authorities may receive Severe Disabilities funding for students identified by professionals with expertise in the field, who are qualified to diagnose severe disabilities as noted in each category. Personnel providing the diagnosis will vary depending on the student's disability.

Additional considerations:

- Valid assessments or medical documentation which confirm the disabling conditions must be retained on file and made available to the Special Programs Branch on request.
- Severe Disability funding for all students attending a designated special education private school, will be based on September 30 enrolments as reported by the designated special education private school to the Educational Information Exchange. The designated special education private school will not claim any funding on behalf of these students.

New

- If a student has a medical condition/disability which has not changed significantly since the initial diagnosis and was approved by Alberta Learning, current documentation outlining assessments, treatment and current level of functioning may be sufficient to ensure continuation of severe disability funding.

Revised

- Once a student is approved for severe disabilities funding, a review of eligibility will occur no more than every three years. The eligibility of new students may be reviewed in the first year they are claimed. Claims approved for severe disabilities funding may be audited by Alberta Learning.
- Students enrolled in an on-line, outreach, blended or home education program are not eligible for severe disability funding unless there are extenuating circumstances and prior approval has been obtained by submitting the request to the Special Programs Branch.

New

- School authorities providing an approved institutional program may not claim severe disabilities funding for students with severe disabilities who are funded through Institution Program funding.

Where do school authorities apply for Severe Disabilities funding?

- Application is made to the Special Programs Branch — Alberta Learning and student information is submitted electronically to the Educational Information Exchange. One submission for each school authority is required. Please contact your central office/designated school authority personnel for information.

Are there differences between Severe Disabilities funding and Program Unit Funding (PUF)?

- Children in Early Childhood Services (ECS) placements may be eligible for Program Unit Funding based on the same categories as for Severe Disabilities funding, except for the severe communication disability (code 47) category. This category is **not** available for Severe Disabilities funding in Grades 1 to 12.
- Children qualifying for PUF funding under severe multiple disabilities (code 43), with a communication disability being one of the conditions, are not eligible for Severe Disabilities funding in Grades 1 to 12.

Process

How is student information submitted to Alberta Learning?

- Information is submitted to two branches of Alberta Learning:
  - Student Information Systems Branch (EIE - Edulink)
  - Special Programs Branch (Edulink or Print).
- The designated school authority should confer with the person in charge of the Student Information System at the district level prior to submitting lists electronically.

Student information to Educational Information Exchange:

- School authorities will identify students who meet the criteria for severe disabilities and identify students according to the EIE codes (41, 42, 43, 44, 45 and 46), to be submitted with the September 30 count, by October 5.
- The **500** Special Education Funding Program Code **must** be included to ensure students have been properly identified for funding.
- Some school authorities have different internal codes, which are translated prior to submission for Alberta Learning.

Student information to Special Programs Branch

- Each school authority will provide to the Special Programs Branch a list of all students with severe disabilities within the school authority.
- One submission for each school jurisdiction or private school is required.

Questions and Answers

What is the student file review process?

- The student file review is the process by which the Special Programs Branch, in consultation with school authorities, determines the eligibility of students for Severe Disabilities funding.
- Refer to Process at a Glance, page 8.

Which students with severe disabilities may be reviewed?

Students who may be reviewed are:

- previously approved students, who are new to the school authority
- newly identified students
- students whose disabling conditions have changed resulting in a change of category
- any student, at the discretion of Alberta Learning.

How often will previously approved students be reviewed?

- Most students are approved for a three-year term.
- In exceptional cases, students may be approved for only one year.

What can a school do to prepare for a student file review?

- Prepare a student information package including:
  - completed Student Review Form (see Appendix E, pages 116 - 117 or Appendix F, (French version), pages118 – 119 for blank form)
  - relevant assessments/diagnosis
  - updated IPP
  - other supporting documentation relevant to the student's needs and programming requirements.
- This information should be organized and available at the front of the student's file.

What happens when Alberta Learning comes out to review for Severe Disabilities funding?

- The review team meets with the designated school authority personnel to discuss programs, issues and initiatives.
- The student information package is reviewed to determine the student's eligibility.
- The review team may discuss the special needs of the student under review with school authority personnel, including principals, teachers, counsellors or teachers assistants.
- Selected students may be observed in the school setting.
- The review team summarizes the results of the review with the designated school authority personnel.

What documentation is reviewed?

- All documentation in the student's file may be reviewed including the student's cumulative file, if requested.
- The following information should be available at the beginning of the student's file:
  - completed Student Review Form
  - assessments and other supporting documentation
  - Individualized Program Plan
  - anecdotal notes, where applicable.

How is the review finalized?

- The Special Programs Branch provides the school authority with a finalized list of students approved and not approved for Severe Disabilities funding.
- Reconciliation is completed by the school authority personnel, who compares the finalized lists with the Remote Credit Enrolment Reporting (RCER) information received from Alberta Learning's School Finance Branch. (Please consult with your school authority finance personnel for RCER information).

How can a school authority appeal the decision to not approve a student for Severe Disabilities funding?

- School authority personnel should review the student information package to clarify the rationale for the appeal.
- When appropriate, the school authority writes a letter to the Director of the Special Programs Branch appealing the decision of the review team.
- The information submitted to the Director must include:
  - student name
  - category
  - Alberta Learning Identification Number (ID)
  - copy of the **original** student file information package.
- The appeal is conducted by at least two independent reviewers.
- The final decision is made by the Director of the Special Programs Branch and communicated to the school authority.

Process at a Glance

This process is typically carried out by school authorities.

Requirement	Process	Responsibility	Date
Identify Students	Schools identify students with severe disabilities.	Schools/School Authority	Ongoing
Application to Alberta Learning			
Special Programs Branch	• Designated school authority personnel submits list of students with severe disabilities.	School Authority	Count – Sept 30 Submission – Oct. 5
Educational Information Exchange (EIE)	• School authority electronically submits student information for all students.	School Authority	Count – Sept 30 Submission – Oct. 5
Establishment of on-site file for review by Alberta Learning	• Special Programs Branch contacts school authority to establish student file review date.	Special Programs Branch	To be determined
Identification of students selected for review	• Special Programs Branch provides school authority with a list of students to be reviewed.	Special Programs Branch	Prior to student file review
Preparation for File Review (Documentation package)	• Complete Student Review Form. • Attach Assessments/Diagnosis, IPP and anecdotal notes, where applicable.	School Authority	Prior to student file review
Student File Review	• Alberta Learning staff will discuss with the appropriate staff, the student's identified special needs and supports and services provided • Review student documentation for eligibility and requirements • Observe selected students in school setting.	Special Programs Branch	During on-site student file review
Confirmation	• Special Programs Branch advises school authority of approved students.	Special Programs Branch	Following student file review

Special Needs Profile: Preliminary Screen

This Special Needs Profile may be used as a rough screen to determine eligibility for Severe Disabilities funding and may be used as a preliminary step to completing a Severe Disabilities funding application.

School Name: _____

Student Name: _____ Birthdate: _____

Alberta Learning ID: _____ Teacher: _____

Medical/Educational/Psychological Assessments

- Sufficient current medical reports on file?
  ❍ Yes ❍ No
- Diagnosis by appropriate specialist on file?
  ❍ Yes ❍ No

If No, indicate what is needed: _____

_____

_____

- Sufficient current educational reports on file?
  ❍ Yes ❍ No
- Sufficient current psychological reports on file?
  ❍ Yes ❍ No

If No, indicate what is needed: _____

_____

_____

- If the condition has not changed significantly, is there an update from a consultant or other professional specializing in the field?
  ❍ Yes ❍ No

If No, indicate what is needed: _____

_____

_____

Individualized Program Plan (IPP)

- Is there a current IPP on file that includes the following:
  - ❍ Accommodations for the student
  - ❍ Areas of strength
  - ❍ Areas of weakness
  - ❍ Long term goals that reflect the student's current functioning & disabling condition
  - ❍ Objectives that reflect the student's current functioning & disabling condition
  - ❍ Strategies that reflect the student's current functioning & disabling condition
  - ❍ Evaluation provision
  - ❍ Transition plan, when appropriate
  - ❍ Signatures of team members, including the parents and where applicable, the student.

- Does the IPP include other agencies involved with the student?
  ❍ Yes ❍ No

Eligibility

- Does the student meet criteria for Alberta Learning's Severe Disabilities funding?
  ❍ Yes ❍ No

Section 2 — Severe Disabilities Categories

Severe Mental Disability (Code 41)

Revised

Definition

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with a severe mental disability is one who:

- has severe delays in all or most areas of development
- frequently has other disabilities including physical, sensory, medical and/or behavioural
- requires constant assistance and/or supervision in all areas of functioning including daily living skills and may require assistive technology
- should have a standardized assessment which indicates functioning in the severe to profound range (standardized score of 30 ± 5 or less). Functional assessments by a qualified professional will also be considered in cases where the disabilities of the child preclude standard assessments; and/or
- has scores equivalent to the severe to profound levels on an adaptive behaviour scale (e.g., American Association on Mental Deficiency Adaptive Behaviour scale, Vineland Adaptive Behaviour Scales).

Questions and Answers

What are the main characteristics of a student with a severe mental disability?

- The functional level is less than one third of chronological age on the Adaptive Scale.
- Students may also:
  - be medically fragile
  - require assistive technology
  - have autistic-like, aberrant behaviours
  - have limited, if any, receptive, expressive language
- The students level of dependency requires mostly one-to-one and hand-over-hand assistance to perform tasks for ambulation or daily living and functioning.
- These students usually require extensive supports and services including one-to-one educational assistant time, assistance with basic care and additional therapeutic services.

What documentation is required for eligibility?

- The use of adaptive behaviour scales to obtain functional ability scores in the "severe to profound" range is required. These students are not usually assessable using WISC III, Stanford-Binet or the McCarthy Scales.
- Once initial approval has been given by Alberta Learning and the student has a chronic disability that has not changed significantly, documentation from the Regional Education Assessment and Consultation Services (REACH), Coordinated Assessment Services for the Exceptional (CASE), Belvedere Consulting Services, or other personnel specializing in the field may be sufficient for programming.

Which of the following supports and services are required?

- A minimum of three out of the five levels of supports must be provided and clearly stated.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:

(1) Frequent specialized one-to-one instruction/intervention such as:

- .5 Full Time Equivalent (FTE) or greater Teacher/Educational Assistant (TA/EA) time, or a TA/EA working with several students with special needs
- specialized instruction/intervention for more than half the school day
- programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report.

(2) Specialized or adaptive equipment, such as:

- modifications to school buildings, rooms or facilities; e.g., wheelchair ramps, elevators, washroom accessibility or fixtures, health care facilities or equipment adaptive communication devices
- specialized computer programming for students with disabilities
- physical or occupational therapy equipment; e.g., walkers, braces, mats, stands, rolls, exercise equipment.

(3) Assistance for basic care, such as:

- personal care assistance, diapering
- catheterizing
- hygiene, changes of clothing
- administration of medications, management of equipment, diet, feeding assistance.

(4) Frequent documented monitoring or medical and/or behavioural status, such as:

- logging, administration, or supervision of medication
- follow-up by physician, psychiatrist, psychologist, behaviour specialist
- behaviour management, anger management, conflict resolution, violence prevention plans or programs.

(5) Therapeutic services at cost to the system and other service providers such as:

- itinerant teacher
- occupational therapist
- physical therapist
- counselling by an outside agency
- assessment, consultation, private practitioners, contract service agencies (REACH, Belvedere Consulting Services, CASE), behaviour specialists.

How is the student's program plan individualized to address the severe mental disability?

- Goals, objectives and strategies should focus on life skills development and address the student's individual needs in areas such as communication, fine motor development and personal care.
- The IPP should include a description of the modifications of the learning environment, ongoing supervision and monitoring, and/or personal assistance that is provided throughout the day in the school setting.
- Follow-up to assessment reports, which recommend individualized strategies and modifications, should be included.
- A transition plan should be included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

What other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package?

- Physiotherapy reports, occupational therapy reports, speech-language therapy reports.
- Any current/relevant medical reports.

For additional information please refer to the following case studies and completed Student Review Forms, pages 14 - 19.

Case Study — Brandon

Background information, Description of severe disabling condition(s)	• Brandon is a 16-year old student in a Life Skills Program at Uphill High School. • A recent Adaptive Behaviour Scale and the Leiter Scale were completed by S. Adams, Chartered Psychologist, indicating that Brandon's intellectual functioning and adaptive functioning in January 1998, was less than one third of his chronological age. • Brandon is ambulatory, non-verbal and requires ongoing assistance with his personal care.
Current supports/ services in place	• Brandon is in a special education class with nine students, a 1.0 FTE teacher and 3 education assistants. • Brandon requires assistance for personal care, feeding and communication. • In consultation with a speech-language pathologist, a communication PIC symbol board has been developed. Brandon also uses the PIC symbol program on a classroom computer. • Brandon is receiving consultation support from an occupational therapist to assist with fine motor skills and feeding issues. • His family is also accessing support from Services for Persons with Disabilities (formerly Handicapped Children's Services) and the Assistive Devices Clinic at the Glenrose Rehabilitation Hospital.
Individualized Program Plan	• Brandon's IPP was developed in October by the school team and his parents. • Goals reflect his needs in communication, fine motor skills, personal care and life skills development.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☒ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Uphill High School
Student Name Brandon
Birthdate (yy/mm/dd) 84/07/15 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Intellectual and adaptive functioning <1/3 chronological age
   ii)

   b) Date of Diagnosis(es): i) January 1998 – Adaptive Behavioural Scale, Leiter Scale ii)

   c) Professional(s) conducting assessment(s): S. Adams, Chartered Psychologist

   d) How does the condition affect the student in the learning environment?
   Ambulatory, non-verbal and requires assistance with basic care.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 3 hours (hours per day; staff/student ratio)
   - ☐ small group work with teacher assistant (hours per day; staff/student ratio)
   - ☒ specialized setting with teacher 9:4 (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ transliterator
   - ☐ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ☒ communication devices
   - ☒ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ other (specify)
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☒ grooming
- ☒ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy
- ☐ other _____

d) Frequent documentation:

- Behaviour ☐ checklist ☒ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☒ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☒ other Monitor personal care, feeding and communication
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☒ speech therapist
- ☒ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☐ counsellor, please specify _____
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☒ medical professional services
- ☒ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____

4. **Individualized Program Plan (IPP):**

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2000
Date

T. Jones
Signature of School Authority Designate

Case Study — Natasha

Background information, description of severe disabling condition(s)	• Natasha is a 6-year-old student whose program is currently being provided in her home. • Natasha was born at 20 weeks gestation. Her pediatrician, Dr. O'Toole, diagnosed her in 1998, with severe global developmental delay and severe impairment in all areas of functioning. • A recent Adaptive Behaviour scale completed by R. Jones, Chartered Psychologist, confirmed that Natasha's adaptive functioning is less than one-third her chronological age. • Natasha is non-ambulatory, non-verbal and requires one to one assistance for all personal care. Natasha is medically fragile, requires oxygen and a stable environment; therefore, she is in a home program. The school hopes to have Natasha join her class periodically for socialization and peer interaction.
Current supports/services in place	• Natasha's home program consists of the services of a teacher assistant on a daily basis for three hours. • She also receives the services of an occupational therapist and physio therapist in the home. • Natasha and her family are supported by Handicapped Children's Services and Home Care. • Natasha also receives the services from the Assistive Devices clinic at the community hospital.
Individualized Program Plan	• Natasha's IPP was developed in October with the home-based team and her parents. • Goals reflect her needs in personal care, sensory stimulation, communication and lifeskills development.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☒ **41** Severe mental
- ☐ **42** Severe emotional/behavioural
- ☐ **43** Severe multiple
- ☐ **44** Severe physical or medical, including Autism
- ☐ **45** Deafness
- ☐ **46** Blindness

Jurisdiction ABC Jurisdiction
School ABC School
Student Name Natasha
Birthdate (yy/mm/dd) 94/04/06 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. Supporting documentation from the appropriate professionals (please attach copies):

a) Diagnosis(es):
i) Global Developmental Delay with severe impairment in all areas of functioning.
ii)

b) Date of Diagnosis(es): i) 1998 ii)

c) Professional(s) conducting assessment(s): Dr. O'Toole

d) How does the condition affect the student in the learning environment?
Medically fragile; non-ambulatory; non-verbal; requires oxygen and one-to-one assistance for all personal care.

2. Additional information (if required):

3. Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:

a) Frequent specialized one-on-one instruction/intervention. For example:

- ☒ teacher/educational assistant 3 hours (hours per day; staff/student ratio)
- ☐ small group work with teacher assistant (hours per day; staff/student ratio)
- ☐ specialized setting with teacher (hours per day; staff/student ratio)
- ☐ interpreter
- ☐ transliterator
- ☒ other (specify) Home program

b) Specialized or adaptive equipment. For example:

- ☒ communication devices
- ☐ assistive computer technology
- ☐ Free Field Amplification
- ☒ other (specify) Sensory light box
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☒ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☐ other _____
- ☒ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☒ management of equipment
- ☒ diapering
- ☐ feeding assistance
- ☒ oxygen
- ☒ OT/PT therapy

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☒ medical logs ☒ medical emergency plan
  ☒ other Monitoring communication
  frequency ☐ hourly ☒ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☒ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☐ counsellor, please specify _____
- ☐ other _____
- ☒ speech therapist
- ☒ technology consultant
- ☐ chartered psychologist
- ☒ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist

Other service providers. For example:

- ☒ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____
- ☒ medical professional services
- ☒ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2000
Date

T. Jones
Signature of School Authority Designate

Severe Emotional/Behavioural Disability (Code 42)

Revised

Definition

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with a severe emotional/behavioural disorder is one who:

- displays chronic, extreme and pervasive behaviours which require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting. The behaviours significantly interfere with both the learning and safety of the student and other students.
- has a diagnosis of psychosis including schizophrenia, bi-polar disorder, obsessive/compulsive disorders, or severe chronic clinical depression
- displays self-stimulation, self-abusive or aphasic behaviour

or

- is dangerously aggressive, destructive and has violent and impulsive behaviours toward self and/or others such as Conduct Disorder.
- In the most extreme and pervasive instances severe Oppositional Defiance Disorder may qualify.

A clinical diagnosis within the last 2 years by a psychiatrist, chartered psychologist or a developmental pediatrician is required, in addition to extensive documentation of the nature, frequency and severity of the disorder by school authorities. The effects of the disability on the student's functioning in an education setting should be described. An ongoing treatment plan/behaviour plan should be available and efforts should be made to ensure that the student has access to appropriate mental health and therapeutic services.

A clinical diagnosis of a behaviour disorder is not necessarily sufficient to qualify under this category. Some diagnoses not sufficiently severe enough to qualify include: attention-deficit/hyperactivity disorder (AD/HD) and attention deficit disorder (ADD).

Note: Students diagnosed with fetal alcohol syndrome/fetal alcohol effects (FAS/FAE) in the most severe cases should be reported under Code 44 rather than Code 42.

Questions and Answers

What documentation is required for eligibility?

- Documentation in the student's file **should include** the following type of information:
  - a behaviour assessment report that includes a specific clinical diagnosis
  - anecdotal notes that describe the nature, frequency and severity of the aberrant behaviour and the impact on the classroom.

What type of information may be included in a behaviour assessment report?

- The type of information typically found in a behaviour assessment report includes:
  - assessment/diagnostic information which clarifies/documents history which may have precipitated the current behaviours
  - recent medical history noting any medication which modifies the student's behaviour and further assessments/follow-up appointments
  - interviews/surveys; e.g., Behavioural Assessment System for Children (BASC) or Conners, filled out by parents, teacher(s), school staff and students, if appropriate, that outline the issues/concerns with the student's behaviour, as well as the nature, frequency and severity of the specific behaviour and steps taken so far to mitigate it
  - observations and assessment results from the psychiatrist/chartered psychologist making the clinical diagnosis.

The student's behaviour has improved significantly with all the programming supports that are in place. Will the student still meet criteria at the time of monitoring?

- It is anticipated that a student's behaviour will improve with appropriate programming and support.
- Student files are monitored to determine if the aberrant behaviour was severe at the time the student was identified by the school authority for the September 30 count.

How can I demonstrate that the student's behaviour was severe?

- In addition to the behaviour assessment report, anecdotal notes/checklists that describe the nature, frequency and severity of the student's behaviour at the time she/he was identified by the school authority should be included.

Should the teacher/parent communication book or the teacher's daily checklist be included in the review package?

- Communication books and daily checklists are useful for sharing information with parents and tracking behavioural incidents, however, they do not usually provide sufficient descriptive information.
- It should be noted on the Student Review Form that these records are kept and available upon request, but are not included in the student information package.

Which of the following supports and services are required?

- A minimum of three out of the five levels of supports must be provided and clearly stated.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:

  (1) Frequent specialized one-to-one instruction/intervention such as:
  - .5 Full Time Equivalent (FTE) or greater teacher/educational assistant (TA/EA) time, or a TA/EA working with several students with special needs specialized instruction/intervention for more than half the school day.
  - programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report
  - examples of instructional support/intervention support may include:
    - strategies to control anger
    - pro-social skill development
    - debriefing after behavioural incident.

  (2) Specialized or adaptive equipment, such as:
  - specialized computer programming for students with disabilities.

  (3) Assistance for basic care, such as:
  - personal care assistance
  - administration of medications.

  (4) Frequent documented medical and/or behavioural status, such as:
  - logging, administration, or supervision of medication
  - follow-up by physician, psychiatrist, psychologist, behaviour specialist
  - behaviour management, anger management, conflict resolution, violence prevention plans or programs
  - daily recording of behavioural incidents.

  (5) Therapeutic services at cost to the system and other service providers, such as:
  - itinerant teacher
  - behaviour specialist

- counselling by an outside agency
- assessment, consultation, private practitioners, contract service agencies (REACH, Belvedere Consulting Services, CASE), behaviour specialists.
- Alberta Justice (i.e., probation officer)
- Alberta Children's Services (i.e., social worker, youth worker, care worker)
- Alberta Health and Wellness (e.g., hospital).

How is the student's program plan individualized to address the severe emotional/behavioural disability?

- Goals and objectives should be reflected in strategies developed to address the student's aberrant behaviour, modification of the learning environment and ongoing monitoring and supervision.
- Follow-up to assessment reports that recommend programming strategies should also be included in the IPP.
- A transition plan (e.g., between programs, between grade levels, from high school to post-secondary/world of work) is included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

For additional information, please refer to the following case study and completed Student Review Form, pages 24 - 27

Case Study — Harley

Background information, description of severe disabling condition(s)	• Harley is a 14-year old boy in Grade 9 at Dry Creek Junior High School. • Harley currently resides in a foster home near the school. • Harley was diagnosed as having Bi-Polar Disorder • by Dr. Bunton, in July 1999. • Harley's behaviours include emotional instability, overactivity, impulsivity. His manic and depressive episodes have increased over the past several months. • Harley is currently under the care of Dr. Campbell, a psychiatrist, who has prescribed medication to help control Harley's episodes. Some of the features of Harley's behaviours include: • Truancy • Failure to complete school assignments • Anxiety attacks • Depression • Mood swings, manic episodes (e.g., grandiose talk, agitation, withdrawal) • Extreme withdrawal, no peer relations, unresponsive, constant crying, • Self-injurious behaviour.
Current supports/services in place	• Harley is accommodated in a regular Grade 9 program. He has the assistance of an educational assistant for three hours each day. • He receives one-on-one counselling support for one-half hour each day from the school counsellor, who also is trained in management of emotional and behavioural disorders. • A special education consultant works with the teachers and educational assistant on a monthly basis to review and revise programming strategies. • Daily behavioural checklists are completed to track Harley's behaviours. • The school has regular contact with Harley's psychiatrist, who also is part of Harley's support team. • Harley meets with his psychiatrist on a monthly basis. • Harley also has regular meetings with the social worker in charge of his case.

Individualized Program Plan	• Harley's IPP was developed by the school team, in consultation with his legal guardian, psychiatrist, special education consultant and social worker. • Harley's overall program focuses on helping him cope with social, emotional and academic needs. • The major behaviour management goals identified are: – teach self regulation strategies – increase organizational skills and reduce off-task behaviours – coping skills for anxiety episodes.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☒ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Dry Creek Junior High School
Student Name Harley
Birthdate (yy/mm/dd) 86/03/17 **Grade** _____
Learning ID 00000000
Specialized Placement (describe) _____

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Bi-Polar Disorder
   ii) _____

   b) Date of Diagnosis(es): i) July 1999 ii) _____

   c) Professional(s) conducting assessment(s): Dr. Bunton

   d) How does the condition affect the student in the learning environment?
   Mood swings, manic episodes, extreme withdrawal, no peer relations, unresponsive, constant crying, self-injurious behaviour, depression.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 3 (hours per day; staff/student ratio)
   - ☐ small group work with teacher assistant _____ (hours per day; staff/student ratio)
   - ☐ specialized setting with teacher _____ (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ transliterator
   - ☒ other (specify) Supervision during unstructured times

   b) Specialized or adaptive equipment. For example:

   - ☐ communication devices
   - ☐ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ other (specify) _____
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☒ administration of medication
- ☐ orientation and mobility training
- ☐ other _____
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy

d) Frequent documentation:

- Behaviour ☒ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☒ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☒ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☐ occupational therapist
- ☐ orientation and mobility specialist
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☒ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☒ behaviour specialist
- ☒ counsellor, please specify Half hour per day
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☒ Alberta Children's Services
- ☒ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____
- ☒ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2000
Date

B. Moore
Signature of School Authority Designate

Severe Multiple Disability (Code 43)

Definition

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with multiple disabilities is one who:

- has two or more non-associated moderate to severe mental and/or physical disabilities which, in combination result in the student functioning at a severe to profound level; and
- requires special programs, resources and/or therapeutic services.

Students with a severe disability with a second disabling condition should be identified under the category of the primary severe disability.

A student with a severe mental disability and another associated disability is not designated under this category, but is designated under severe mental disability.

A student with a severe emotional/behavioural disability and another associated disability is not designated under this category, but is designated under severe emotional/ behavioural disability.

The following mild/moderate disabilities cannot be used in combination with other disabilities to qualify under Code 43:

- Attention Deficit/Hyperactivity Disorder (AD/HD)
- Learning Disability (LD)
- Emotional Behavioural Disabilities
- Speech and Language Related Disabilities

Questions and Answers

What are the main characteristics of a student with a severe multiple disability?

A student with a severe multiple disability may exhibit two or more of the following:

- moderate mental disability (standardized score of 30 – 50 ± 5).
- bilateral hearing loss in the moderate to severe range; 56 – 70 decibels over 500 – 4000 Hz
- visual impairment – moderate to severe (20/100 in the better eye), but not legally blind, degeneration prognosis
- moderate to severe autistic-like behaviour
- moderate to severe physical disability or medical condition.

- Low cognitive ability in the mild/moderate mental disability ranges combined with severe receptive/expressive language deficits do not qualify.
- If a student has a severe primary disabling condition, the student should be identified in the primary category. Students who have two or more non-associated moderate to severe physical disabling conditions should be identified in the severe multiple disability category.
- Students with two mild/moderate associated or non-associated conditions such as Attention Deficit Disorder (ADD) or AD/HD and a Learning Disability do not qualify under this category.

What documentation is required for eligibility?

- Diagnoses by professionals for each of the two or more disabling conditions. This may include reports from chartered psychologists, audiologists, ophthalmologists and medical professionals.
- Documentation, which is less than three years old, should be available on the student's file.
- If a student has two or more non-associated disabilities that have not changed significantly, a current functional assessment from REACH, CASE, Belvedere Consulting Services, school jurisdiction specialists or other contracted consulting agencies may be sufficient.
- A diagnosis of each of the disabling conditions is required but not necessarily sufficient to qualify. Eligibility is dependent on the student's current level of functioning (performance given his/her disability) primarily within the learning environment.
- If a student has a moderate to severe cognitive disability combined with a hearing impairment, hearing loss is calculated by averaging the unaided responses in the better ear at:
  500hz + 1000hz + 2000hz or 1000hz + 2000hz + 4000hz
  For example:
  55 dBs (500hz or 1000 hz) + 50dBs (1000hz or 2000hz) +
  70 (2000hz or 4000hz) = 175 dB
  175 dBs divided by 3 = 58.33 dBs
- Hearing level classification equivalent should be:
  Moderate-Severe Loss 56-70 dBs

Which of the following supports and services are required?

- A minimum of three out of the five levels of supports must be provided.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:
  (1) Frequent specialized one-to-one instruction/intervention, such as:
  - .5 FTE or greater Teacher/Educational Assistant (TA/EA) time, or a TA/EA working with students with severe special needs

- specialized instruction/intervention for more than half the school day
- programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report.

(2) Specialized or adaptive equipment, such as:

- modifications to school buildings, rooms or facilities; e.g., wheelchair ramps, elevators, washroom accessibility or fixtures, health care facilities or equipment
- adaptive communication devices
- specialized computer programming for students with severe disabilities
- physical or occupational therapy equipment; e.g. walkers, braces, mats, stands, rolls, exercise equipment, ambulation devices.

(3) Assistance for basic care, such as:

- toileting assistance, diapering
- catheterizing
- hygiene, changes of clothing
- administration of medications, management of equipment, diet, feeding assistance.

(4) Frequent documented monitoring of medical and/or behavioural status, such as:

- logging, administration, or supervision of medication
- follow-up by physician, psychiatrist, psychologist.

(5) Therapeutic services at cost to the system and other service providers, such as:

- itinerant teacher
- audiologist/vision specialist/hearing specialist
- counselling by an outside agency
- assessment, consultation, private practitioners, contract service agencies (REACH, Belvedere Consulting Services, CASE).

How is the student's program plan individualized?

- Goals, objectives and strategies should address modifications of the learning environment, ongoing supervision, monitoring and/or personal assistance throughout the day in the school setting.
- Follow-up to assessment reports that recommend programming strategies such as modifications to curriculum, individualization, should be included in the IPP.
- A transition plan (e.g., between programs, between grade levels, from high school to post-secondary/world of work) should be included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

Which other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package?

- Physiotherapy, occupational therapy, speech-language therapy reports
- Sensory consultant reports
- Any current/relevant medical reports
- Any documentation including anecdotal information reflecting the students needs in the learning environment.

For additional information please refer to the following case studies and completed Student Review Forms, pages 32 - 38.

Case Study — Sabindar

Background information, description of severe disabling condition(s)	• Sabindar is a 12 year old student who is included in a regular Grade 6 program at Happy School. • A recent cognitive assessment in June 2000, by S. Smith, Chartered Psychologist, indicates that Sabindar's intellectual functioning and adaptive functioning is less than one half of her chronological age. Sabindar's full scale IQ is 48. • Sabindar has moderate to severe binaural sensori-neural (63dB unaided in the better ear) hearing loss diagnosed by Roy Dean, audiologist, in May 1999 and wears hearing aides. • Sabindar is ambulatory, has fine motor difficulties and requires cueing for personal care.
Current supports/services in place	• Sabindar is in a class with 22 students, a teacher and .5 FTE educational assistant. • She works in a small group setting for an additional hour each day. • Sabindar requires cueing and sometimes needs assistance, for grooming and personal care. • In addition to purchasing an individual FM system for Sabindar's teacher to use during options, a free field sound system also has been purchased and installed in the classroom. • Sabindar is receiving services from a private speech-language pathologist once a week. She is also receiving consultation support from an occupational therapist, to assist her with fine motor difficulties and a hearing consultant. • Sabindar meets with an audiologist for her yearly audiogram and check up.

Individualized Program Plan	• Sabindar's IPP was developed in October in consultation with a student support team, including her parents, the chartered psychologist, reading specialist, speech-language pathologist, occupational therapist and hearing consultant. • The goals of her education program address her needs resulting from the combination of disabling conditions and are reflected in the classroom accommodations. • A transition plan has been put in place for Sabindar's move to a junior high setting for next year. • Sabindar's parents have visited the junior high school and observed the program Sabindar will be in. • Sabindar also had the opportunity to meet her new teachers and will be in a class with two other students with similar needs.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Happy School
Student Name Sabindar
Birthdate (yy/mm/dd) 88/01/06 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) F.S. IQ 48
   ii) moderate to severe binaural (63dB) sensorineural hearing loss.

   b) Date of Diagnosis(es): i) May 1999; ii) June 2000

   c) Professional(s) conducting assessment(s): June 2000, S. Smith, Chartered Psychologist
   May 1999, R. Dean, Audiologist

   d) How does the condition affect the student in the learning environment?
   Difficulty accessing information through verbal instruction.

2. **Additional information (if required):**

   A transition plan was put in place for Sabindar's move to a junior high for the next school year.

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 3 hours (hours per day; staff/student ratio)
   - ☒ small group work with teacher assistant 1 hour (hours per day; staff/student ratio)
   - ☐ specialized setting with teacher (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ transliterator
   - ☐ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ☐ communication devices
   - ☐ assistive computer technology
   - ☒ Free Field Amplification
   - ☐ other (specify)
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☒ FM system

c) Assistance for basic care. For example:

- ☒ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☒ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☒ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☒ OT/PT therapy
- ☐ other _____

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☒ itinerant teacher
- ☒ special education consultant
- ☒ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☐ counsellor, please specify _____
- ☐ other _____
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist

Other service providers. For example:

- ☒ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☒ other Speech-language therapist (private)
- ☐ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2000
Date

A. Jonson
Signature of School Authority Designate

Case Study – Zachary

Background information, description of severe disabling condition(s)	• Zachary is a 7-year-old student currently in grade 2 at Caldwell School. • Dr. Brown diagnosed Zachary as having Kabuki Make-Up Syndrome and a moderate cognitive delay. • He presents with generalized low muscle tone, decreased physical strength, delays in gross and fine motor development, poor social skills and mild to moderate bilateral hearing loss. • The occupational therapist and physical therapist both report Zachary's need for assistance with toileting, dressing, feeding and constant supervision, as he has a danger of falling, especially on the stairs.
Current supports/services in place	• Zachary currently receives support from a half-time teacher assistant and also from a teacher assistant who is assigned to the classroom. • Zachary receives small group instruction for mathematics and pro-social skills. He also receives ongoing individual assistance to maintain attention to task and to complete all tasks in the classroom environment. • Zachary receives assistance with dressing and toileting. He receives stand by assistance for all transitions and walking the stairs. • Zachary receives individual assistance at lunch and recess times. • Zachary requires an augmentive communication system and has been referred to the Assistive Devices Clinic.
Individualized Program Plan	• Zachary's IPP was developed in October in consultation with a student support team, including his parents, the speech-language pathologist, occupational therapist, physical therapist, behaviour specialist and hearing consultant. • The goals of Zachary's education program address his needs and result from the combination of disabling conditions and are reflected, in the classroom accommodations and level of supervision.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☒ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Caldwell School
Student Name Zachary
Birthdate (yy/mm/dd) 93/08/30 **Grade**
Learning ID 0000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Kabuki
   ii) Make Up Syndrome and moderate cognitive delay; (F.S. IQ 39)

   b) Date of Diagnosis(es): i) October 1999 ii)

   c) Professional(s) conducting assessment(s): Dr. Brown

   d) How does the condition affect the student in the learning environment?
   Zachary has generalized low muscle tone, delays in gross and fine motor development, poor social skills, and a mild to moderate hearing loss. He requires assistance with basic care and is at danger of falling.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 3 hours (hours per day; staff/student ratio)
   - ☒ small group work with teacher assistant ½ (hours per day; staff/student ratio)
   - ☐ specialized setting with teacher (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ transliterator
   - ☒ other (specify) • .5 TA assigned to class in p.m.

   b) Specialized or adaptive equipment. For example:

   - ☒ communication devices
   - ☒ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ other (specify)
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☒ grooming
- ☒ dressing
- ☒ respiratory therapy
- ☒ management of equipment
- ☐ diape
- ☒ feedi sistance
- ☐ oxygen
- ☒ OT/PT therapy
- ☐ other _____

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  Frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☒ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☒ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☒ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☒ behaviour specialist
- ☐ counsellor, please specify _____
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____
- ☒ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a–e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 25, 2000
Date

M. Thompson
Signature of School Authority Designate

Severe Physical or Medical Disability, including Autism (Code 44)

Revised

Definition of Severe Physical or Medical Disability

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with a severe physical, medical or neurological disability is one who:

- has a medical diagnosis of a physical disability, specific neurological disorder or medical condition which creates a significant impact on the student's ability to function in the school environment (note: some physical or medical disabilities have little or no impact upon the student's ability to function in the school environment)
- requires extensive personal assistance and modifications to the learning environment in order to benefit from schooling.

A student diagnosed with severe Fetal Alcohol Syndrome (FAS) or Fetal Alcohol Effects (FAE), including Alcohol-Related Neurodevelopmental Disorder (ARND), is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist with specialized training, or medical professional specializing in developmental disorders is required. A clinical diagnosis of FAS/FAE is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with FAS/FAE. Students with severe FAS/FAE exhibit significant impairment in many of the following areas: social functioning, life skills, behaviour, learning, attention and concentration, resulting in the need for extensive intervention and support.

Revised

Definition of Autism

A student with severe autism or other severe pervasive developmental disorder is included in this category. A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of autism is required. A clinical diagnosis of autism is not necessarily sufficient to qualify under this category. Eligibility is determined by the functioning level of the student with autism.

In order for a diagnosis of autism to be made, the student needs to demonstrate difficulties in three broad areas:

- social interaction
- communication; and
- stereotyped pattern of behaviour (i.e, hand flapping, body rocking, echolalia, insistence on sameness and resistance to change).

Questions and Answers

What documentation is required for Severe Physical or Medical Disability eligibility?

- A medical diagnosis of a physical, medical or neurological disability dated within the last three years.
- Once the initial approval has been given by Alberta Learning and the student has a chronic disability that has not changed significantly, a current functional assessment from REACH, CASE, Belvedere Consulting Services, or other personnel specializing in the field, may be sufficient.

How is the student's program plan individualized to address the severe medical or physical disability?

- Goals, objectives and strategies should be specific to the disabling condition and be reflected in the modifications of the learning environment, ongoing supervision, monitoring and/or personal assistance throughout the day in the school setting.
- Follow-up to assessment reports, which recommend individualized strategies and modifications, should be included.
- A transition plan is included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

What other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package?

- Physiotherapy reports, occupational therapy reports, speech-language therapy reports.
- Any current/relevant medical reports.

What are some examples of severe medical or physical disability?

Students who are diagnosed with the following are included in, but are not limited to Code 44:

- Tourettes Syndrome
- Celebral Palsy
- FAS/FAE/ARND
- Autism
- Brain injury
- Cancer patient

What documentation is required for eligibility for Autism?

- A clinical diagnosis by a psychiatrist, clinical psychologist, chartered psychologist, or medical professional specializing in the field of Autism is required.
- A functional assessment or anecdotal information that documents the degree of difficulty in social interaction, communication and stereotypic pattern of behaviours.

How is the student's program plan individualized to address the diagnosis of Autism?

- Goals, objectives and strategies must address the student's difficulties with social interaction, communication and stereotypic pattern of behaviour.
- Follow-up to assessment reports which recommend programming strategies such as, modifications to curriculum and individualization should be reflected on the IPP.
- A transition plan is included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

What other supporting documentation relevant to the students disabling condition and programming requirements may be included with the student package?

- Intellectual assessment reports, speech-language therapy reports.
- Any current/relevant medical reports.
- Anecdotal records reflecting ongoing monitoring of identified behaviours.

Which of the following supports and services are required for Severe Physical or medical, including Autism?

- A minimum of three out of the five levels of supports must be provided.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:
  - **(1) Frequent specialized one-to-one instruction/intervention such as:**
    - .5 FTE or greater Teacher/Educational assistant (TA/EA) time, or a TA/EA working with several students with special needs
    - specialized instruction/intervention for more than half the school day.
    - programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report.

(2) Specialized or adaptive equipment, such as:
- adaptive communication devices
- specialized computer programming for students with disabilities
- physical or occupational therapy equipment.

(3) Assistance for basic care, such as:
- personal care assistance
- hygiene, changes of clothing
- administration of medications, management of equipment, diet, feeding assistance.

(4) Frequent documented monitoring or medical and/or behavioural status, such as:
- logging, administration, or supervision of medication
- follow-up by physician, psychiatrist, psychologist, behaviour specialist
- behaviour management, anger management, conflict resolution, violence prevention plans or programs.

(5) Therapeutic services at cost to the system and other service providers, such as:
- itinerant teacher
- occupational therapist, physiotherapist
- counselling by an outside agency
- behaviour consultant
- assessment, consultation, private practitioners, contract service agencies (REACH, Belvedere Consulting Services, CASE), behaviour specialists.

For additional information please refer to the following case studies and completed Student Review Forms, pages 43 - 48.

Case Study — Kayla

Background information, description of severe disabling condition(s)	• Kayla is a seven-year-old grade 2 student. • Kayla is new to the school this year. • Kayla has a diagnosis of Spina Bifida (myelomeningocele) and shunted hydro-cephalus by Dr. Smith, in February 1998. • Kayla uses a walker and a wheelchair during the school day. Kayla also has leg splints which she must wear for a certain period of time each day. • Kayla requires daily catheterizing and also is diapered in the event of a bowel accident. • Kayla has a shunt. • Kayla recently had a WISC III and has an intelligence quotient of 127, which is in the gifted and talented range. Her program requires modifications to ensure she is challenged.
Current supports/services in place:	• Kayla is in a regular grade 1/2 combined class with 20 students. • Kayla requires ongoing assistance for toileting, supervision at recess/lunch time to ensure her safety, assistance getting off and on the bus and in the classroom setting. She has 6 hours per day of educational assistant time. • Kayla receives consultation and ongoing program support from a special education consultant. • One of the washrooms in the school was modified to be wheelchair accessible. A commode also is provided. • Kayla has very slow motor skills (printing) and is being introduced to a lap top computer for classwork.
Individualized Program Plan	• Kayla's IPP was developed in October with the school team, her parents and in consultation with the occupational and physiotherapist. • Goals reflect Kayla's physical modifications and needs, her safety issues and her need for a more challenging class curriculum.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☒ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Riverdale Elementary
Student Name Kayla
Birthdate (yy/mm/dd) 93/02/06 **Grade** _____
Learning ID 00000000
Specialized Placement (describe) _____

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Spina Bifida (myelomeningocele) with shunted hydrocephalus
   ii) _____

   b) Date of Diagnosis(es): i) February 1998 ii) _____

   c) Professional(s) conducting assessment(s): Dr. Smith

   d) How does the condition affect the student in the learning environment?
   Kayla is unable to look after her own toileting needs, is unable to maneuver independently through the school and is at risk of injury or falls (personal safety).

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 6 (hours per day; staff/student ratio)
   - ☒ small group work with teacher assistant _____ (hours per day; staff/student ratio)
   - ☐ specialized setting with teacher _____ (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ Transliterator
   - ☐ other (specify) _____

   b) Specialized or adaptive equipment. For example:

   - ☐ communication devices
   - ☐ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ OT/PT equipment
   - ☐ Specialized furniture
   - ☐ FM system
   - ☒ other (specify) Wheelchair accessible, washroom, commode

c) Assistance for basic care. For example:

- ☐ toileting program
- ☒ catheterizing
- ☐ g-tube feeding
- ☐ Administration of medication
- ☐ orientation and mobility training
- ☐ other _____
- ☐ Grooming
- ☐ Dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☒ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  Frequency ☐ hourly ☐ daily ☐ Weekly ☐ monthly
- Medical ☒ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☐ counsellor, please specify _____
- ☐ other _____
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☒ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☒ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____
- ☒ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 21, 2000
Date

A. Jackson
Signature of School Authority Designate

Case Study — William

Background information, description of severe disabling condition(s)	• William is a ten-year-old student grade 5 student. • William was diagnosed with severe Autistic disorder in November 1999 by Dr. Gold, at the Autism Clinic. He has extreme difficulties with: - social interaction and peers - expressive/receptive communication - sterotypic behaviour including resistant to change in routine/ transitions. • William uses some Picture Communication Symbols to enhance communication (expressive and receptive). • William also exhibits compulsive and obsessive behaviours. • William requires assistance in the classroom setting and in a more social setting including the playground.
Current supports/services in place	• William is in a regular grade 5 classroom. • William receives pull-out, into a small group work setting for language arts and math. • William has 4.5 hours of Educational Assistant/Teacher Assistant support daily to assist him with some academics in the classroom setting and to provide support on the playground at recess and during lunch breaks. • William is supervised during eating. • William's school team monitors and records daily his behaviours including: – initiated social interactions – oral communication usage and communication board usage – temper outbursts – obsessive compulsive behaviours. • William has been assessed by an occupational therapist and receives on-going consultative support. • William's teacher's and staff meet bi-monthly with his parents and home support worker to review his program.
Individualized Program Plan	• William's IPP was developed in September with the school team, his parents, home support staff and occupational therapist. • Goals reflect William's need for routine, communication goals, social/behavioural goals and academic progress goals.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☒ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Valley School
Student Name William
Birthdate (yy/mm/dd) 89/12/16 **Grade**
Learning ID 000000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Severe Autistic disorder

   b) Date of Diagnosis(es): i) November 1999 ii)

   c) Professional(s) conducting assessment(s): Dr. Gold, Autism Clinic

   d) How does the condition affect the student in the learning environment?
   Difficulties with social interaction, expressive/receptive communications; stereotype behaviour; compulsive and obsessive behaviours.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 4.5 (hours per day; staff/student ratio)
   - ☒ small group work with teacher assistant 2 (hours per day; staff/student ratio) 3.1
   - ☐ specialized setting with teacher (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ Transliterator
   - ☐ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ☒ communication devices
   - ☐ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ other (specify)
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ Catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy
- ☒ other Supervision at lunch and recess

d) Frequent documentation:

- Behaviour ☒ checklist ☒ anecdotal notes ☒ behaviour plan
  ☒ other Ongoing behavior plan/program
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☐ other
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☒ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☐ counsellor, please specify
- ☐ other

Other service providers. For example:

- ☒ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify
- ☐ Materials Resource Centre (MRC)
- ☒ other Autism Clinic
- ☒ medical professional services
- ☒ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 12, 2000
Date

M. Walker
Signature of School Authority Designate

Deafness (Code 45)

Revised

Definition

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with a profound hearing loss is one who:

- has a hearing loss of 71 decibels (dB) or more unaided in the better ear over the normal speech range (500 and 4000 hertz (Hz)) which interferes with the use of oral language as the primary form of communication

or

- has a cochlear implant preceded by at least a 71 dB hearing loss unaided in the better ear; and
- requires extensive modifications and specialized educational supports
- has a diagnosis by a clinical or educational audiologist. New approvals require an audiogram within the past 3 years. If a student has a severe to profound sensori-neural hearing loss that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of deafness outlining the severity of the hearing loss and modifications to the learning environment may be sufficient to support eligibility.

Questions and Answers

What are the main characteristics of a student with a severe to profound hearing loss (deafness)?

- Hearing loss of 71 decibels or more unaided in the better ear over the normal range of speech on an audiogram.
- Hearing loss interferes with the use of oral language as the primary form of communication.
- Students require extensive modifications and specialized educational supports.

What documentation is required for eligibility?

- Current audiogram from an audiologists must be in the student's file.
- If a student has a severe to profound hearing loss that has not changed significantly, an updated audiogram is not necessary. A recent functional assessment from REACH, CASE, Belvedere Consulting Services or other personnel specializing in the field may be sufficient for programming purposes.

- A functional assessment report specifies the amount and type of personal assistance, specialized programming and/or equipment required by the student.
- Average hearing loss is calculated by averaging unaided hearing readings at:
  500hz + 1000hz + 2000hz **or** 1000hz + 2000hz + 4000hz

  For example:
  70 dBs (500hz or 1000 hz) + 80 dBs (1000hz or 2000hz) +
  85 dBs (2000hz or 4000hz) = 235 dBs
  235 dBs divided by 3 = 78.33 dBs
- Hearing level classification equivalents:
  - Normal 10-15 dB
  - Minimal 16-25 dB
  - Mild Loss 26-40 dB
  - Moderate Loss 41-55 dB
  - Moderate-Severe Loss 56-70 dB
  - Severe Loss 71-90 dB
  - Profound Loss 90+ dB

Which of the following supports and services are required?

- A minimum of three out of five levels of supports must be provided.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:

  (1) Frequent specialized one-to-one instruction/intervention, such as:
  - .5 FTE or greater Teacher/Educational assistant (TA/EA) time, or a TA/EA working with several students with special needs.
  - .5 FTE or greater interpreter or transliterator
  - specialized instruction/intervention for more than half the school day; e.g. auditory training, cued speech, sign language.
  - programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report.

  (2) Specialized or adaptive equipment, such as:
  - FM Systems
  - free field sound systems
  - acoustics modifications to schools building, rooms or facilities
  - adaptive communication devices.

  (3) Assistance for basic care, such as:
  - administration of medication, monitoring/management of equipment; e.g. hearing aides/FM system.

  (4) Frequent documented monitoring of medical and/or behavioural status, such as:
  - logging, administration, or supervision of medication.

(5) **Therapeutic services at cost to the system and other service providers, such as:**
- itinerant teacher
- audiologist
- hearing consultant or specialist
- speech-language pathologist
- assessment, consultation, by specialists in private practice, contract service agencies (REACH, Belvedere Consulting Services, CASE), Regional Health Authorities
- medical practitioner.

How is the student's program plan individualized to address a severe to profound hearing loss?

- Goals, objectives and strategies should reflect modification of the learning environment, ongoing supervision and monitoring, and/or personal assistance throughout the day in the school setting and address the programming needs of a student with a severe to profound hearing loss.
- Follow-up to assessment reports which recommend programming strategies such as modifications to the curriculum, individualization, should be reflected on the IPP.
- A transition plan is included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

Which other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package?

- Additional reports from hearing specialists, speech-language therapy reports or other professionals working with the student.
- Any current/relevant medical reports.
- Any documentation including anecdotal records reflecting the students needs in the learning environment.

For additional information, please refer to the case study and completed Student Review Form, pages 52 - 54.

Case Study — Trevor

Background information, description of severe disabling condition(s)	• Trevor is an eight-year-old boy in a regular grade 3 classroom. • Trevor has a severe (74dB) binaural (involving both ears) sensorialneural hearing loss diagnosed by Rob Ring, Audiologist in September 1999. It has resulted in academic, language and articulation delays. • An update by S. Town, hearing consultant, was provided in September 2000 for programming. • Trevor's hearing loss was identified early and he uses sign language.
Current supports/services in place	• The teacher wears an FM microphone which transmits to Trevor's receiver and feeds into his binaural hearing aides. • Trevor receives ongoing support from a speech-language pathologist provided by the Regional Health Authority. • Trevor's learning environment and presentation of materials is modified to suit his needs. • A hearing consultant supports Trevor in his school program and assists the teacher in the development of his IPP. • An interpreter/transliterator is available throughout the day to work with Trevor.
Individualized Program Plan	• Trevor's IPP was developed in September with the school team, parents, hearing consultant and speech-language therapist. • Goals reflect Trevor's hearing impairment and the need for modified lesson presentation, modified classroom setting and additional program supports.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☒ 45 Deafness
- ☐ 46 Blindness

Jurisdiction All Jurisdictions
School South School
Student Name Trevor
Birthdate (yy/mm/dd) 92/05/13 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. Supporting documentation from the appropriate professionals (please attach copies):

a) Diagnosis(es):
i) Severe binaural sensorialneural hearing loss
ii)

b) Date of Diagnosis(es): i) September 1999 ii) September 2000

c) Professional(s) conducting assessment(s): Rob Ring, Audiologist; S. Town, Hearing Consultant

d) How does the condition affect the student in the learning environment?
Trevor has academic, language and articulation delays. Trevor is not able to access auditory instruction.

2. Additional information (if required):

Trevor uses sign language

3. Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:

a) Frequent specialized one-on-one instruction/intervention. For example:

- ☐ teacher/educational assistant _____ (hours per day; staff/student ratio)
- ☐ small group work with teacher assistant _____ (hours per day; staff/student ratio)
- ☐ specialized setting with teacher _____ (hours per day; staff/student ratio)
- ☒ interpreter
- ☐ Transliterator
- ☐ other (specify)

b) Specialized or adaptive equipment. For example:

- ☐ Communication devices
- ☐ assistive computer technology
- ☐ Free Field Amplification
- ☐ other (specify)
- ☐ OT/PT equipment
- ☐ specialized furniture
- ☒ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☒ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy
- ☐ other _____

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☒ hearing consultant
- ☐ occupational therapist
- ☐ orientation and mobility specialist
- ☒ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☒ audiologist
- ☐ behaviour specialist
- ☐ counsellor, please specify _____
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 28,2000
Date

M. Simpson
Signature of School Authority Designate

Blindness (Code 46)

Revised

Definition

All definitions are taken from the current *Funding Manual for School Authorities.*

A student with severe vision impairment is one who:

- has corrected vision so limited that it is inadequate for most or all instructional situations and information must be presented through other means
- has a visual acuity ranging from 6/60 (20/200) in the better eye after correction, to having no usable vision or field of vision reduced to an angle of 20 degrees
- has a severe to profound visual impairment that has not changed significantly since the initial approval by Alberta Learning, documentation from a qualified specialist in the field of vision outlining the severity of the disability and modifications to the learning environment may be sufficient to support eligibility

For those students who may be difficult to assess (e.g. cortical blindness – developmentally delayed), a functional visual assessment by a qualified specialist in the field of vision or a medical professional may be sufficient to support eligibility.

Questions and Answers

What are the main characteristics of a student with a severe visual disability?

- Students who require and receive specialized instruction; e.g., braille, orientation and mobility.
- Students who require instruction material and assignments scribed, transcribed or taped.

Are there other considerations?

- These students could be registered with Alberta Learning's Materials Resource Centre for the Visually Impaired (MRC) and schools would be able to receive materials from the MRC (check with the designated school authority personnel for registration procedures).
- For designation under this category, a student would be eligible for registration with the Canadian National Institute for the Blind (CNIB).

What documentation is required for eligibility?

- Reports or results from a medical doctor, ophthalmologist, vision consultants or other medical professionals specializing in the field and documenting the severity of the disability must be in the student's file.

- Once the initial approval has been given by Alberta Learning and the student has a severe to profound visual disability that has not changed significantly, a current functional assessment from REACH, CASE, Belvedere Consulting Services or other contracted consulting agencies with specialists in vision may be sufficient.
- Documentation contained in the student's file should be dated within the previous three years.

What of the following supports and services are required?

- Supports and services need to be in place for the student. A minimum of three out of the five levels of supports must be provided and clearly stated.
- The date that supports were put in place should be clearly identified on the documentation.
- Examples under each level:

(1) Frequent specialized one-to-one instruction/intervention, such as:
  - .5 FTE or greater Teacher/Educational assistant (TA/EA) time, or a TA/EA working with several students with special needs
  - specialized instruction/intervention for more than half the school day
  - programming which requires modification, individualization or follow-up on recommendations arising out of an assessment report.

(2) Specialized or adaptive equipment, such as:
  - brailler
  - enlarged print
  - audiotape
  - specialized computer programming/equipment.

(3) Assistance for basic care, such as:
  - toileting assistance
  - hygiene, changes of clothing
  - administration of medications, management of equipment; e.g., brailler.

(4) Frequent documented monitoring of medical and/or behavioural status, such as:
  - logging, administration, or supervision of medication
  - follow-up by medical doctor, ophthalmologist, vision specialist.

(5) Therapeutic services at cost to the system and other service providers, such as:
  - itinerant teacher
  - vision specialist
  - orientation and mobility specialist
  - assessment, consultation, private practitioners, contract service agencies (REACH, Belvedere Consulting Services, CASE, or other agencies with specialists in vision).

How is the student's program plan individualized to address the educational needs of a student with a severe visual disability?

- Goals, objectives and strategies should reflect modifications of the learning environment, ongoing supervision and monitoring, personal assistance throughout the day in the school setting and address the programming needs of a student with a severe to profound visual disability.
- Follow-up to assessment reports, which recommend programming strategies such as modifications to the curriculum and individualization, should be reflected on the IPP.
- A transition plan should be included where applicable.

For sample IPPs refer to Appendix C, pages 87 - 94 and Alberta Learning's *Programming for Students with Special Needs, Book 3: Individualized Program Plans.*

Which other supporting documentation relevant to the student's disabling condition and programming requirements may be included with the student package?

- Additional reports from vision specialists, orientation and mobility specialists or other professionals working with the student.
- Any current/relevant medical reports.
- Any documentation including anecdotal information reflecting the student's needs in the learning environment.

For additional information, please refer to the following case study and completed Student Review Form, pages 58 - 60.

Case Study — Shannon

Background information, description of severe disabling condition(s)	• Shannon is an 8 year old girl who moved from Saskatchewan this school year. • She was diagnosed at age 4 in June 1996, with Ocular Albinism by Dr. Lee • Visual acuity was recorded at that time as 6/60 in either eye. This is consistent with the definition of legal blindness. • Shannon is of above average intelligence and is integrated for most of her school day in a regular grade 2 classroom. • An update in March 2000 by Tom Brown, vision specialist, includes programming recommendations.
Current support/services in place	• Shannon is supported with a fulltime educational assistant who, in addition to supporting her in the classroom, provides one-to-one instruction in the Literary Braille Code and Nemeth Braille Code. • Itinerant consultation/teaching services for the visually impaired are provided on a monthly basis. • Shannon is provided with braille and tactile modifications, preferred seating and the use of magnification equipment. • In addition she is being provided with speech-language and hearing consultation for speech and articulation difficulties.
Individualized Program Plan	• Shannon's IPP was developed in October, in consultation with her student support team, including her mother, the itinerant consultant and the speech-language pathologist. • The goals of her educational program reflect her needs for the development of tactile discrimination, braille reading and print reading. Shannon's primary medium for reading is braille, due to fatigue factors associated with print reading. • Shannon is also working on language/articulation development.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ❑ 41 Severe mental
- ❑ 42 Severe emotional/behavioural
- ❑ 43 Severe multiple
- ❑ 44 Severe physical or medical, including Autism
- ❑ 45 Deafness
- ❑ 46 Blindness

Jurisdiction BC Jurisdiction
School Battner School
Student Name Shannon
Birthdate (yy/mm/dd) 92/06/30 **Grade**
Learning ID 000000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Ocular Albinism; visual acuity 6/60 in both eyes after correction
   ii)

   b) Date of Diagnosis(es): i) June 1996 ii) March 2000

   c) Professional(s) conducting assessment(s):
   Dr. Lee, June 1996; Tom Brown, Vision Specialist – programming recommendations March 2000

   d) How does the condition affect the student in the learning environment?
   Shannon requires one-to-one assistance at all times during the school day.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 6 (hours per day; staff/student ratio)
   - ❑ small group work with teacher assistant (hours per day; staff/student ratio)
   - ❑ specialized setting with teacher (hours per day; staff/student ratio)
   - ❑ interpreter
   - ❑ Transliterator
   - ❑ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ❑ communication devices
   - ❑ assistive computer technology
   - ❑ Free Field Amplification
   - ❑ OT/PT equipment
   - ❑ specialized furniture
   - ❑ FM system
   - ☒ other (specify) Brailler, magnification equipment and enlarged print

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ Catheterizing
- ☐ g-tube feeding
- ☐ administration of medication
- ☐ orientation and mobility training
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☒ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy
- ☐ other _____

d) Frequent documentation:

- Behaviour ☐ checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☒ medical logs ☐ medical emergency plan
  ☒ other Monitor medical status/condition
  frequency ☐ hourly ☐ daily ☐ Weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☒ itinerant teacher
- ☐ special education consultant
- ☒ hearing consultant
- ☐ occupational therapist
- ☒ orientation and mobility specialist
- ☒ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☐ physical therapist
- ☐ school liaison counsellor/worker
- ☒ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist
- ☐ counsellor, please specify _____
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify
- ☐ Materials Resource Centre (MRC)
- ☐ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☒ CNIB
- ☐ other _____

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 30, 2000
Date

S. Clark
Signature of School Authority Designate

Section 3 — Appendices

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Appendix A — Answers to Questions

Answers to Questions Commonly Asked by Schools

The following are answers to commonly asked questions and examples of best practices.

Why does Alberta Learning need all this information?

Alberta Learning reviews student files to determine if students meet the criteria for Severe Disabilities funding. Criteria include diagnosis, impact on learning environment, identified supports and services in place and current, implemented IPPs.

When should school staff/school authorities identify students for Severe Disabilities funding?

Schools can begin to identify students with severe disabilities when they register in their schools. The designated school authority should be made aware of the student and his/her needs as soon as possible. (See Appendix E, pages 116 – 117, or Appendix F, (French version), pages 118 –119 for blank review form for identifying students with severe disabilities).

What codes need to be entered on the Student Information System for students with severe disabilities?

All students with severe disabilities must have a severe exceptional code (41, 42, 43, 44, 45, 46) **and** a 500 Special Education grants code.

Does the school send in originals or photocopies of the student information file to the designated school authority personnel?

If a request is made for student information, usually photocopies are sent and the originals are retained in the student's file. Check with your designated school authority personnel for procedures in your authority.

Do schools submit their list of names and student information directly to Alberta Learning?

No, the designated school authority personnel is responsible for submitting the information to Alberta Learning. School staff should contact the designated school authority personnel for procedures for submitting information.

Can counsellors qualify as a level of service?

Only in cases where the counsellor is working directly with the student related to the goals and strategies of the IPP; e.g., anger management. Cases where the counsellor is working on career counselling, ensuring that a student's homework book is signed, or working with a class on issues, are not eligible levels of support.

Does the principal/administration time qualify as a level of service?

No.

Will the review team want to speak to every teacher about every student on the list?

The review team may wish to observe students and visit the program on-site. In some cases they may wish to speak to principals, teachers, teacher assistants and counsellors about individual students.

Answers to Commonly Asked Questions by School Authorities

The following are answers to commonly asked questions and examples of best practices.

When should school staff/school authorities identify students for Severe Disabilities funding?

Schools can begin to identify students with severe disabilities when they register in their schools. The designated school authority personnel should be notified of the students and their needs as soon as possible.

Who is responsible at the school level?

To facilitate communication, establishing a contact person in each school is very beneficial. This person could be the school counsellor, school principal or a specific teacher.

When should school authorities begin to inservice school staff about Severe Disabilities funding and the Student File Review process?

Some school authorities begin inservicing staff during the spring of the current school year in preparation for the following school year.

School authorities can begin assisting schools in identifying students with severe disabilities, whose names may be submitted to Alberta Learning by October 5.

Will the Special Programs Branch provide approval for students with severe disabilities prior to the school year?

No, approval is given only during the current school year.

Can students with severe disabilities registered in the school authority on September 30 be identified to Alberta Learning Special Programs Branch after the October 5 deadline?

No, all student must be identified and on the list submitted to the Special Programs Branch in early October. In addition, designated school authority personnel should carefully review the list prior to submission, to ensure that all students they wish considered for funding are on the submission.

Are students with severe disabilities who are enrolled in a virtual, outreach, blended or home education program eligible for Severe Disabilities funding?

Students in the above programs are not eligible for Severe Disabilities funding unless there are extenuating circumstances and prior approval has been given by the Director of Special Programs Branch.

A letter, including the student's name, birthdate, Alberta Learning Identification Number, School and School Authority should be provided and the reason for the extenuating circumstance, prior to the program being implemented.

If the student has not been previously approved, appropriate documentation must be included.

What if some of the students on the list sent by Alberta Learning to be reviewed were approved the previous school year?

- Students who have moved to another school authority, since the previous approval, will be included and their programming supports and IPPs will be reviewed.
- If a student was approved in the current school authority the previous year, the designated school authority personnel should contact the Special Programs Branch and notify the Branch of the discrepancy prior to the review.
- If students were approved the previous school year and have been identified in a different category their names also will be included for review.

Why are some students approved for only one year?

Occasionally a student's level of functioning may change over the course of a year. An example may be a student with a brain injury, who is in therapy and whose recovery is still in progress.

Will the review team want to speak to every teacher about every student on the list?

The review team may wish to observe students and visit the program on-site. In some cases they may wish to speak to principals, teachers, teacher assistants and counsellors about individual students.

What if all of the student information is not available at the time of the review?

Student information must be complete at the time of the review for eligibility for Severe Disabilities funding. In some instances, consideration for additional time may be given for a school to locate previous assessment documentation, but no additional time will be given to initiate new assessment documentation.

If a student is in one severe disabilities category and after further assessments, the student would better fit under a different category how does a school authority change the category?

The designated school authority personnel should discuss the change with the review team during the review.

Once the review has been completed and it has been determined that the child's category should be changed an Alberta Learning's *add/change/delete* form must be completed and mailed or sent electronically to Alberta Learning's School Finance Branch. A copy of the add/change/delete form is available in the *Funding Manual for School Authorities*.

How do school authorities apply for funding if a student comes to a school authority and was not registered in another Alberta School authority on September 30?

New

Students with a severe disability who were not registered with any school authority on September 30 and who are registered in a school authority after September 30, may be claimed for pro-rated severe disabilities funding. Funding for students who qualify under this requirement may be claimed using the March 1 enrollment count date. Funding provided will be 6/12's of $12,307.

What if a school authority is not sure if a student was registered in another Alberta school authority on September 30?

The designated school authority personnel should contact the Special Programs Branch to determine if the student was registered in another Alberta school authority on September 30.

What is the process for claiming students who were enrolled in another Alberta school authority on September 30 and who have registered in another Alberta school authority before March 1?

New

- Students who are registered with a school authority on September 30 and are approved as having a severe disability, who then move to another school authority during the school year, may be claimed for pro-rated severe disabilities funding by the second school authority.
  - Pro-rated funding for applicable students may be claimed using the March 1 enrollment count date.
  - For any students where this situation applies, the funding provided will be 6/12's of $12,307. This would also apply to students who move from an institution (such as a hospital program, young offender centre, etc) to a school authority.
  - Funding provided to the school authority where the student was originally registered will not be affected or pro-rated.

Revised

- Using the March 1 enrolment count, this pro-rated funding will apply to newly identified/diagnosed students with severe disabilities who, were not identified at the original school authority but were identified as a student with a severe disability after transferring to another school authority.

What is RCER information?

RCER is a financial update provided to school authorities that includes information on which students have been approved or not approved for Severe Disabilities funding.

After the review, the designated school authority personnel should review the report provided by the review team with the information provided on RCERs and report, any discrepancies to the Special Programs Branch.

Are students who live on a reserve eligible for Severe Disabilities funding from Alberta Learning?

No, the responsibility for educating students who live on a reserve is held by the Federal Government. Schools authorities should contact the Department of Indian and Northern Affairs to establish a process for determining eligibility for funding.

Appendix B — Glossary

Refer to *Funding Manual for School Authorities for the 2000/2001 School Year* for additional Glossary of Terms.

Augmentive communication devices	• technology designed to enhance communication; e.g.: Automated Communication Board; Dynavox; Speak Easy; All Talk, etc.
Behaviour specialist	• person/consultant specializing in management and programming for students who exhibit severe behaviours
Brailler	• a machine used to produce braille - a system of writing and printing for persons with blindness by means of tangible points or dots
Catheterizing	• the process of inserting a flexible tube into the bladder through the urethra for the withdrawal of urine
Canadian National Institute for the Blind (CNIB)	• Canadian National Institute for the Blind - provides, supports, equipment and services for people with visual disabilities
Count date	• is used to determine eligibility for funding and refers to the specific date on which students should be counted. The count date is currently September 30 or the last school day of September.
Current documentation	• documentation dated within the last two to three years of the count date
Decibel (dB)	• a unit to measure the volume of a sound
Designated school authority personnel	• person(s) identified in the district office as being responsible for coding/funding/reviewing
Education Information Exchange (EIE), Alberta Learning	• the EIE's goal is to provide a student data and information service that reflects a commitment to excellence, cooperation, mutual benefit and innovation

Edulink	• a data exchange software package that assists Alberta schools, district offices and Alberta Learning to electronically exchange (transmit and receive) student registration, course/mark data and other types of data; e.g., grants, transportation, etc.
Frequency Modulation (FM) System	• a personal amplification system that is worn by the student with a hearing impairment. The speaker/ teacher wears a microphone and the speaker's voice is transmitted to a receiver which is directed into the student's hearing aides
Free field amplification system	• an amplification system that allows students to hear equally well no matter where they are located in the classroom. The system consists of a wireless microphone used by a speaker, with the voice being amplified and transmitted to listeners within the room
Gastronomy tube (g-tube)	• a tube inserted into a surgically created opening into the stomach for feeding
Hertz (HZ)	• a unit to measure frequency/pitch of a sound
Hospital school program	• school programs located in designated hospitals and operated by local school authorities, under contract to Alberta Learning **Edmonton** • Glenrose Rehabilitation Hospital • Royal Alexandra Hospital • University of Alberta Hospital **Calgary** • Foothills Hospital • Alberta Children's Hospital **Lethbridge** • Lethbridge Regional Hospital **Medicine Hat** • Medicine Hat Regional Hospital

Individualized Program Plan (IPP)	• a concise plan of action that is designed to address the student's specific special needs and is based on diagnostic information which provides the basis for intervention strategies
Intelligence quotient (IQ)	• a number denoting the ratio of a child's intelligence to the norm or average
Interpreter	• sign language interpreter who interprets verbal English language to American Sign Language (the language of deaf individuals) and vice versa.
Itinerant teacher	• teacher specializing in a particular area of disability who provides programming support to the student, teacher and staff. Often included as part of the school team and participates in the development of student IPPs.
Orientation and mobility	• a specific program of instruction that prepares blind or low vision students to safely explore and maneuver themselves in the home, school and community
Remote Credit Enrolment Reporting (RCER's)	• is an update provided to school authorities that includes financial information
Resident student	• a student is a resident student of the board, district or division in which the student's parent/guardian reside
School authority	• includes school jurisdictions, funded private schools and charter schools
Sensory Multi-handicapped Services (SMH)	• three specialized consulting teams located in Grande Prairie, Edmonton and Calgary, provide regional assessment and consultation services to assist school authorities and private ECS operators in the provision of educational support services for students with complex learning needs

Transliterator	• a sign language interpreter who translates verbal English language to signed English language and vice versa
Therapeutic service	• service provided directly to a student to support specific special needs and enhance programming
Transition planning	• a plan between programs, between grade levels, or from high school to post-secondary/world of work

Appendix C — Completed Sample Review Package

(Code 42) Case Study — Scott

Background information, description of severe disabling condition(s)	• Scott is 9 ½ years old and is currently enrolled as a grade 4 student at Wolf Park Elementary. • In March 2000, Alison Smith, Chartered Psychologist diagnosed Scott as having severe Attention Deficit/Hyperactivity Disorder, Oppositional Defiant Disorder and Conduct Disorder Severe. • Scott's aberrant behaviours have increased in intensity and severity over the past three years. • Scott is currently under the care of Dr. Jones, child psychiatrist, who prescribed medication to help control Scott's behaviour. • Scott is also receiving private counselling related to attachment issues. • Some of the features of Scott's behaviour include: – refusal to cooperate with authority figures – disruptive classroom behaviour including swearing and yelling – destruction of property – threatening students and staff with physical violence – aggressive behaviour including physical violence causing injury.
Current supports/services in place	• Scott is accommodated in a Behaviour Management class. • The classroom consists of 13 students and two full-time teachers trained in non-violent crisis intervention. • Curriculum pace and content are modified to meet Scott's academic needs. • Pro-social skills and anger management are taught daily. • A token economy involving a checklist of daily behaviour is in place to reinforce appropriate behaviour. • Daily anecdotal records and a daily communication booklet are kept. • A behaviour management consultant works with the teachers on a monthly basis to review and revise programming strategies. • Scott is supervised throughout the school day, including lunch and recess. • Telephone contact with the grandparents is maintained on a weekly basis.

Individualized Program Plan	• Scott's IPP was developed by his teacher, in consultation with his grandparents and a behaviour management consultant. • Scott's overall program focuses on helping him cope with social, emotional and academic difficulties. • Scott's long-term goals are to stay focused and on task in class and to improve, in math and written language. • The major behaviour management goals identified by Scott's teachers include: – increase appropriate behaviour – reduce aggressive behaviour – increase attention. • Individual strategies have been identified to help Scott reach each of these goals.

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☒ 42 Severe emotional/behavioural
- ☐ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School Wolf Park Elementary
Student Name Scott
Birthdate (yy/mm/dd) 91/03/23 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) Severe ADHD, Oppositional Defiant Disorder and Conduct Disorder Severe
   ii)

   b) Date of Diagnosis(es): i) March 2000 ii)

   c) Professional(s) conducting assessment(s): Alison Smith, Chartered Psychologist

   d) How does the condition affect the student in the learning environment?
   Refusal to cooperate with authority figures, disruptive classroom behaviour; destruction of property; threatening students and staff with physical violence and aggressive behaviour.

2. **Additional information (if required):**
   Under the care of Dr. Jones, Child Psychiatrist.

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☐ teacher/educational assistant _____ (hours per day; staff/student ratio)
   - ☐ small group work with teacher assistant _____ (hours per day; staff/student ratio)
   - ☒ specialized setting with teacher 13:2 teachers (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ transliterator
   - ☐ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ☐ communication devices
   - ☐ assistive computer technology
   - ☐ Free Field Amplification
   - ☐ other (specify)
   - ☐ OT/PT equipment
   - ☐ specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☐ catheterizing
- ☐ g-tube feeding
- ☒ administration of medication
- ☐ orientation and mobility training
- ☐ grooming
- ☐ dressing
- ☐ respiratory therapy
- ☐ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☐ OT/PT therapy
- ☒ other Supervision at lunch and recess

d) Frequent documentation:

- Behaviour ☐ checklist ☒ anecdotal notes ☒ behaviour plan
  ☐ other _____
  frequency ☐ hourly ☒ daily ☐ weekly ☐ monthly
- Medical ☐ medical logs ☐ medical emergency plan
  ☐ other _____
  frequency ☐ hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☐ special education consultant
- ☐ hearing consultant
- ☐ occupational therapist
- ☐ orientation and mobility specialist
- ☐ speech therapist
- ☐ technology consultant
- ☒ chartered psychologist
- ☐ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☒ behaviour specialist
- ☐ counsellor, please specify _____
- ☐ other _____

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☐ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ medical professional services
- ☐ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☒ other private counselling

4. Individualized Program Plan (IPP):

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 18, 2000
Date

D. Smith
Signature of School Authority Designate

SAMPLE BEHAVIOURAL ASSESSMENT REPORT — SCOTT

This report is confidential and should be used by qualified professional staff only. The information is for current use. With time, students demonstrate change and at some future point, the information given may no longer be valid.

NAME: Scott
BIRTHDATE: **AGE:**
SCHOOL: **GRADE:** Three
TEACHER: **DATE OF ASSESSMENT:** March 21, 2000
PARENTS **EXAMINER:**

Scott began attending *school x* in September of this year and was referred for behavioural assessment by *principal*, as there have been many concerns regarding Scott's behaviour.

The following report is based on classroom observations, cumulative record reviews, anecdotal notes, behaviour rating scales, case conferences, meetings with grandparent, principal and teacher.

BACKGROUND INFORMATION

Scott attended *school y* for kindergarten to grade 2. His non-compliance and behaviour tantrums at home have increased in intensity and severity for the past 3 years. Scott resides with his grandmother and older brother who also has attended a behaviour management class for the past four years. Scott has been a patient of several physicians including Dr. B, who diagnosed Scott with attention-deficit/hyperactivity disorder and oppositional defiant disorder. Dr. B prescribed medication to Scott and referred him to Dr. G, child psychiatrist. Dr. G described the features of Scott's disorder as a refusal to cooperate with authority figures, disruptive classroom behaviour including swearing and yelling, aggression, fighting with peers and frustration with learning. Scott has also received counselling for attachment issues from a therapist at *L and M Associates*.

Scott is currently registered in a regular grade 3 classroom at *school x*. A teacher assistant was initially assigned for 3 ½ hours per day but that time was increased because of the level of inappropriate and disruptive behaviours Scott exhibited. Within the first few weeks of this school year, concerns about Scott's behaviour arose. There were many incidents of refusal to do work, crying, losing his temper, crumpling paper and tipping over desks and chairs, when demands were made on him. Significant use of profanity as well as physical aggression (hitting, kicking, throwing chairs) toward his teacher, teacher assistant, principal and other students were reported.

Several suspensions have been issued since the beginning of the school year. On October 4, 1999 Scott was suspended as a result of an incident where he kicked a hole in the wall in the school office area and used excessive profanity towards his teacher and teaching assistant. On December 10, Scott was sent home for punching the teaching assistant, calling his teacher names, using profanity toward the principal and throwing a chair in the principal's' office. On December 15, a 2½ day suspension was issued for non-compliance including, taking a swing at the teacher assistant, using profanity towards the teacher, teaching assistant and principal and kicking the principal. Within the class Scott has made a number of threats to other students. On one occasion Scott stated that he was "going to take a knife and stab someone's eyes out because they are stupid".

The school has tried various strategies to help Scott modify his behaviour. These include the provision of aide time, developing an IPP to address his academic and behavioural needs, and ongoing phone calls and meetings with Scott's grandparent. However, due to the escalation in frequency and severity of Scott's outbursts, *principal* is arranging for placement in a behaviour management class. He has requested a behaviour assessment to assist with programming

EVALUATION PROCEDURES
The behavioural assessment consisted of a variety of means including checklists, anecdotal records, rating scales BEHAVIOUR ASSESSMENT SYSTEM FOR CHILDREN (BASC) and classroom observations.

CLASSROOM OBSERVATION
On the morning of March 21, 2000 Scott was observed for a two-hour period during the language and social studies lessons. Within the first 15 minutes of beginning his assignment Scott demanded "Why are we doing this f____ stuff?" The teacher ignored Scott's comment and attempted to provide him with some individual assistance with his assignment. Scott appeared to be frustrated with the work and pushed his book and papers off the desk stating that "You can't make me do this f____ work." At this point the *teacher* tried to remove him from the room. Scott responded by yelling "Let me stay here for God's sake!" The t*eacher* proceeded to escort Scott from the room when he freed his arm and took a swipe at her, but missed. The teacher assistant tried to restrain Scott who began to kick and flail his arms violently. It took approximately five minutes for Scott to calm down sufficiently to be escorted from the room.

BEHAVIOUR ASSESSMENT SYSTEM FOR CHILDREN (BASC)
The BASC was completed separately by the teacher and teacher assistant (Teacher Rating Scale - TRS) and by Scott's grandparent (Parent Rating Scale - PRS). The BASC examines many aspects of behaviour and personality including positive (adaptive) behaviour and clinical dimensions, which identify areas of concern. All forms of the BASC contain validity scales to examine the overall honesty and consistency of the individuals who complete the forms, a composite score that measures the overall level of problem behaviours, area scores measuring both adaptive and clinical dimensions and sub-scale scores within each area.

The TRS completed by the teacher and teacher assistant appear to be valid for interpretation. The PRS completed by the grandparent shows an elevated level of negativity in the responses, but due to overall consistency with the other raters, can be accepted as valid.

Results of the BASC are summarized in the Table 1. There were several areas of concern identified by staff and grandparent. Areas in which all three respondents rated Scott in the clinically significant (indicating a high level of maladaptive behaviour) or at risk (presence of significant problems) ranges included the following:

- Behavioural Symptoms Index
  - This index is a combination of clinical scales that reflects the overall level of problem behaviour.
- Externalizing Problems Composite
  - This composite consists of hyperactivity, aggression and conduct problems and is characterized by the disruptive nature of a child's behaviour.

- Adaptive Skills Composite
  - Low scores on this composite indicate difficulty with prosocial, organizational and study skills as well as other adaptive characteristics.
- Aggression
  - High scores on this scale reflect the tendency to act in a verbal or physical way that is threatening to others.
- Conduct Problems
  - This scale relates to the tendency to engage in antisocial and rule-breaking behaviour, including destroying property.
- Depression
  - High scores on this scale reflect feelings of unhappiness or sadness.
- Attention Problems
  - This reflects the tendency to be easily distracted and have difficulty sustaining concentration.
- Adaptability
  - Low scores on this scale indicate difficulty in adjusting to changes in routine or shifting from one task to another.

Other areas in which two of the three raters placed Scott in the clinically significant or at risk range included:

- Internalizing Problems Composite
  - This composite consists of the anxiety, depression and somatization scales and other difficulties not marked by acting-out behaviour.
- Anxiety
  - This scale looks at the tendency to be nervous, fearful or worried about real or imagined problems.
- Atypicality
  - This reflects the tendency to behave in ways that are "odd" or immature.
- Leadership
  - Low scores reflect difficulty with the skills associated with accomplishing goals, especially the ability to work well with others.

TABLE 1. SUMMARY OF BASC SCORES

Clinically Significant Scores (*) are 70 or greater on Clinical Scales and 30 or less on Adaptive Scales
At Risk Scores are 60 to 69 on Clinical Scales and 31 to 40 on Adaptive Scales
Average Scores are 41 to 59 on Adaptive Scale

	TRS Teacher	TRS T. Assistant	PRS Grandparent
CLINICAL SCALES:			
Hyperactivity	Clinically Significant	Clinically Significant	Clinically Significant
Aggression	Clinically Significant	Clinically Significant	Clinically Significant
Conduct Problems	Clinically Significant	Clinically Significant	At Risk
Externalizing Composite	Clinically Significant	At Risk	Clinically Significant
Anxiety	Clinically Significant	At Risk	Average
Depression	Clinically Significant	Clinically Significant	At Risk
Somatization	Average	At Risk	Average
Internalizing Composite	Clinically Significant	Clinically Significant	Average
Atypicality	At Risk	Average	At Risk
Withdrawal	Clinically Significant	Clinically Significant	Average
Attention Problems	Clinically Significant	Clinically Significant	Clinically Significant
Behavioural Symptoms Index	Clinically Significant	At Risk	Clinically Significant
ADAPTIVE SCALES:			
Adaptability	Clinically Significant	At Risk	Clinically Significant
Social Skills	At Risk	Average	Average
Leadership	At Risk	At Risk	Average
Study Skills	At Risk	At Risk	Average
Adaptive Skills Composite	At Risk	At Risk	At Risk
School Problems Composite	At Risk	Average	Average

SUMMARY AND RECOMMENDATIONS

The findings from the BASC, behavioural observations, anecdotal records and behavioural checklists are very consistent and demonstrate significant areas of concern. On the basis of the present investigation Scott presents sufficient symptomology for a diagnosis of severe attention-deficit/hyperactivity disorder, combined type (DSM-IV, 314.01) oppositional defiant disorder, (DSM-IV, 313.81) and conduct disorder severe (DSM-IV, 312.8 Child-Onset Type). Scott also demonstrates several symptoms of depression. Presently, from the school perspective, the greatest concern is the safety of those around him, including other students, his teacher, teaching assistant and principal.

The following suggestions are provided:

1. A behaviour management system for in-class and out-of-class deportment and compliance is necessary. Scott needs to clearly know the consequences for infractions of this nature. Timeout, loss of school privileges and in-school suspensions may be necessary on an infrequent basis.
2. Scott requires monitoring and supervision, especially in unstructured situations such as recess and noon hour.
3. Clearly, students with Scott's behavioural difficulties do not benefit from frequent negative consequences, i.e., detentions, out-of-school suspensions, etc. Scott will generally respond better to positive behaviour management strategies, i.e., point system, contracting, incentives, goal setting counselling and teaching of prosocial skills.
4. Placement in an alternate setting, such as a behaviour management class for students with behavioural disorders should be considered. My understanding is that the principal in this regard, is currently making arrangements.
5. Scott needs to receive intensive and ongoing counselling with a practitioner who has expertise in working with aggressive and troubled children. It is positive to note that Scott has been involved with a private therapist and it is recommended that he continue to receive counselling.
6. Consistency between home and school environments will be necessary for significant changes in Scott's behaviour. Techniques utilized can be reinforced in both settings.
7. Dealing with Scott's needs can be very draining on the family. Family counselling may be helpful to address the many issues that arise as a result of parenting a child with emotional/behaviourai issues.
8. If the time comes when it is feasible to reintroduce Scott to a regular classroom environment, it is essential that a transition plan be established to allow successful reintegration.

Thank you for the opportunity to consult regarding Scott. Should there be further questions or concerns, please contact the undersigned.

Alison Smith
M.Ed, Chartered Psychologist

Sample Anecdotal Records — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
January 5 9:00 a.m.	Classroom		Singing inappropriate songs (Mr. Hanky Pooh likes to eat pooh). Singing out just "Mr. Hanky Pooh, Mr. Hanky Pooh". Attempted to sing again.	Disruption of class and lesson.	Reminder to Scott of appropriate behaviour. Take token away, stand by Scott and continue. Removed Scott to the time out desk.	Twice today Scott had time outs in the hallway. As well he had to work at the time out desk.
January 6 10:35 a.m.	Classroom		Singing out and smiling, saying "Sorry" in a baby's voice when I looked his way or spoke to him. Refusal to stop talking nonsense and listen. Other students all on task – Scott began fooling around trying to engage other students. Discussion of inappropriate material. "Going to take a knife and stab someone's eyes out because they are stupid."	Completely interrupted social studies lesson. Disruption of students. Other students engaging in the dialogue with Scott.	Reminder of appropriate behaviour. I took away a token. Asked Scott to step into the hallway and compose himself. When he was ready to learn he was welcome to come back. One minute later he came back. Once students were working on a task Scott began fooling around. Scott was moved to the time out desk to work. After about 10 minutes he asked to return to his desk. Reminder to Scott about appropriate things to discuss. Take tokens away from students who are laughing or engaging in the conversation with Scott.	Quieted Scott for a few minutes. Scott sat there grinning at me. Not much accomplished in time out desk. On returning to his desk Scott worked fairly well for the last 10 minutes of the day. Laughing minimized when other students were losing tokens. Other students not willing to enter discussion with Scott.

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Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
January 13 9:15 a.m.	Classroom	Andrea	Scott had problems after each recess and at lunch with other students. He appeared angry and became agitated with most classroom activities. He began to cry. He had a temper tantrum in class and hit another student in the face with his fist.	Huge disruption to students coming into class. Very hostile and aggressive.	Scott was asked to sit in his desk to calm down. He refused to talk to me. Tried to provide individual assistance. Removed Scott from the room. Scott was given a 1 day out of school suspension.	Scott was very angry when he was sent home. Said 'he wasn't coming back to this f____ school.' Called his grandparent to let her know what to expect. When Scott returned we discussed the consequences of fighting. He insisted that it was not his fault.
January 17 11:00 a.m.	Library	Mrs. G.	Interrupting Mrs. G. calling out silly comments to the book being read. Running around library all crazy and being silly. Very angry yelled at me that 'he had not gotten any books out.'	Disruption to other students. Disturbing classes around library.	Quietly asked Scott to come sit next to me. Immediately removed Scott from the library. Had to sit by himself outside library. Quietly reminded him that going to the library was a privilege.	Sat and banged heels on floor in hallway. Had a very angry hostile look on his face.
January 18 8:35 a.m.	Classroom	Blair	Scott came yelling into the classroom "I did not." Scott yelling right in Blair's face as loud as he could "I did not." Scott seemed ready to push Blair Other student piped up and said Scott was calling kids assholes in the park. Scott very angry, yelled again.	Huge disruption to class. Hostility growing between Scott and Blair.	Approached Scott, said good morning and asked him to go get his shoes on. He ignored me. Asked Blair to sit down. Asked Scott what was wrong. He told me "Nothing." I asked Scott to step into hallway. We discussed the situation. He refused to admit he was swearing. Reminder of expectations and consequences of swearing.	Came back into class and yelled.

Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
January 18 a.m. recess	Hallway	Two grade 4 female students	Two students came to me complaining that Scott has been pushing them down at recess. Scott yelled the girls are liars when asked about situation.	One student crying because knee hurt. Refusal to take responsibility.	Pulled Scott aside and asked him what happened. Discussing situation – eventually Scott agreed to apologize.	Scott apologized and then proceeded to mutter loudly, "But I did nothing."
January 18 p.m. recess	Field	Two students in my class	Complaint Scott was pushing girls around and when they ignored him he swore at them. Unwilling to discuss situation.	Refusal to take responsibility.	Attempt to discuss with Scott. Refused to talk. I let it go for now. Discussed with Scott before he went home.	Very disruptive for the rest of the day. He was off task.
January 20 3:20 p.m.	Classroom		Singing Spice Girl songs while I was trying to explain homework assignment. Singing continues. Singing still continues… .	Disruptive.	Reminder. Token taken away Time out in hallway. Stay after school to copy assignment.	Came back into the class all smiles ready to go home. Shock. Copied assignment down very messily.
January 22 p.m. recess	Playground	Mr. J., Sally, Jesse	Girls complained to Mr. J. that Scott was swearing.	Refusal to accept responsibility.	Mr. J. reminded Scott of the consequences and suggested he go play away from these girls.	Scott hostile and mad.
January 22 2:32 p.m.	Hallway outside classroom	Sally and Jesse	I heard Scott yelling at the girls for telling on him. He called them assholes.	Breaking school discipline policy.	School conduct report completed.	Scott very disruptive and unproductive for the rest of the day.
January 25 p.m. recess	Playground	Ms. N.	Ms. N. related the story to me. Scott was arguing with a number of students in my class. Displaying extreme hostility and aggression towards peers and teacher.	Extreme hostility and aggression.	Ms. N. approached Scott and attempted to discuss situation in a jovial manner. Ms. N. had to restrain Scott for two minutes to allow him to cool down.	Scott very hostile when returned to class. Scott was very disruptive and unproductive for the rest of the day.

Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
January 26 after school	Outside school doors	Adam	Scott had one hand around Adam's neck and he was violently punching him in the face with the other hand. Adam was crying and saying, "I'm sorry it was an accident, stop."	Adam had a bleeding nose and lip. Failure to read a social situation.	Scott was placed in the classroom and allowed 10 minutes to calm down. I came in to talk to him. He was very hostile. Mrs. S. was brought in due to the violent nature. Scott was given a one day in school suspension. He was also banned from playing in the field.	Scott very upset when he went home. He came to school the next day very quiet but could not tell me why he was suspended.
January 29 p.m. recess	Playground		Scott was yelling at me telling me he should be allowed in the field to play. He yelled, "I hate this school!" He violently kicked the snow and ice chunks.	Very hostile and aggressive.	Tried to empathize with him, explaining why he needed to stay at the park. Reminded him this was temporary. Did not engage further. Walked away and monitored him from a distance.	Scott showed no understanding of his own actions and how the consequences are related.
February 1 12:40 p.m.	Hallway and classroom		Screaming a high pitched squeal.	Very disruptive to students coming in from lunch.	Politely asked him to stop. Reminder of rules.	Scott laughed hysterically. Scott had a difficult time settling down for the afternoon.
February 1 3:30 p.m.	Classroom		Left class at end of day yelling, "I hate this school and everybody here. Everybody's stupid." He ran out of the school.	Disruptive to students exiting classroom	Called home to make sure Grandmother aware of Scott's mood when he left.	
February 2 8:35 a.m.	Field		Scott was pushing and shoving with classmates in field. Scott was not allowed to be playing in the field.	Pushing and shoving students. Provoking his peers to fight.	Called Scott in to sit down. He sat in his desk. He refused to talk to me. He kept turning his back to me. I left him alone and began the lesson. Before recess I reminded Scott of my expectations of where he is to play at recess and the consequences of not following through.	Scott calmed down.

Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
February 2 3:32 p.m.	Classroom		Scott packed up to leave. He yelled across the room at me. He would 'never listen to me again' and ran out of the school.	Disrespectful, disruptive, disregard for school rules (running).	He left. I called his Grandmother to inform her of the situation.	
February 3 8:25 a.m.	Classroom	Carrie, Sally	Scott pushing and shoving the two girls. I called him in. Came into class and threw his bag across the room. Very upset. Yelled he would 'never listen to me again.' Upset, hostility escalating. Reluctantly came to the office. He muttered all the way down the hall, swearing under his breath.	Disregard for school rules and behaviour contract.	Attempted to talk to him. He got more upset. Asked to come to the office. Left him in time out for 10 minutes.	Scott had completely calmed down. I discussed strategies and why he is not allowed in the field. Asked Scott to pick consequence. He chose to miss 10 days of recesses. I said this was not reasonable. I decided one more day of not being allowed in the field.
February 3 12:40 p.m.	Classroom	Adam, Josh	I returned to the classroom to find Scott, Adam and Josh running around the classroom screaming.	Disregard for classroom rules.	Pulled the three student's aside. During PE asked students to do a behaviour plan.	Scott laughed at me but then he completed assignment with no problem.

Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
February 3 1:45 p.m.	Gym		While doing warm up laps Scott bumped and pushed other students. While explaining task – Scott crawled all over the equipment and laughed hysterically. Scott was very hyper. He was swinging on the bars and just about hit another student in the head. When he returned to the equipment he refused to follow instructions. I blew my whistle and he continued to play around.	Potential danger to other students. Defiant and total disregard for gym rules.	Talked to him. Reminded him of safety concerns. Asked him to get off equipment. Explained task and rules. Told him that is 1. Immediately removed Scott from the equipment and had him sit out for five minutes. He sat out for the rest of the class.	Scott was very angry. He sat on the floor banging his heels.
February 4 11:00 a.m.	Classroom		Calling out ridiculous answers and laughing. Banging on desk. The banging continues. Still calling out, but not with silly answers.	Disruptive to class.	Take token. Take another token. Verbal warning. Thank him for his answer. Remind to put hand up and wait.	
February 9 10:30 a.m.	Classroom		Mimic me as I read out answers to homework. He smiles. He continues to mimic me. Chooses to continue.	Disruptive to other students. Disrespectful to teacher.	Non-verbal cues. Take token and given a verbal warning. Time out in hallway.	Comes back like nothing has happened.

Sample Anecdotal Records Continued — Scott

Date & Time	Location	Other People Involved	Behaviour	Severity	Intervention Strategy Used	Result of Intervention on Student's Behaviour
February 10 10:40 a.m.	Classroom		Students doing a reading test. Scott was scribbling and humming to himself. After two minutes he starts to kick his desk. Responds "I don't know" to every question I read. Defiant doesn't want either choice. Refuses. He gets up. Kicks a few desks on his way out.	Disruptive to other students.	Quietly asked him to stop. Refocus him on his task. I sit next to him and attempt to help him. Read questions to him. Refocus on story. Give choices. Complete work here or in the office. Ask to come with me to the office. Either way he is going to the office. He can come quietly, or Mrs. S. will come down.	On returning from office Scott worked quite well for an hour.
February 11 p.m. recess	Classroom	Adam, Blair, Josh, Zane	Adam, Blair, Josh, and Zane came running into the classroom after recess to tell me Scott had been pushing other students and swearing. Scott entered the room very quietly but as soon as he saw the boys talking to me he flipped. He started screaming "I didn't do it. Everyone hates me." He threw his jacket across the back of the room. Scott began crying uncontrollably. He stopped crying. He told me all the other students were lying. He screamed at me "Because." He came to the door and asked to talk to me.	Disruptive. Disregard for school and classroom rules.	I asked Scott to quietly take his jacket off and come talk to me. I would like to hear his side of the story. I suggested he step out of the classroom and pull himself together. I followed him into the hallway. I asked him why would they all lie. I told Scott that when he was ready to talk to me properly I would be willing to continue this. Scott remained in the hall for five minutes. We discussed the situation	Scott refused to see what he had done wrong. He just blamed the other students.

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — SCOTT			
Student	Scott	**Student ID#**	
Birthdate		**Parents**	
School		**Program**	Behaviour Management Class – District Site
Teacher(s)		**Grade**	Four

DESCRIPTION OF PROGRAM

The Behaviour Management program was developed in response to a demand for the teaching of students who have been diagnosed by a psychiatrist or psychologist as exhibiting Severe Behaviour Disorders. Programming focuses on helping students to cope with their social, emotional, and academic difficulties. The students are provided with a highly structured behavioural and academic program, which is designed to improve students' functioning so they return successfully to a learning group with same age peers.

The classroom consists of 13 boys (grades 4–6) in the class with 2 teachers. One time-out room is located inside the classroom.

LONG TERM GOALS

Teachers: To show determination and commitment to improve his behaviour and academic performance.
Student: My goal is to keep on track (stay focused and on task in class). I want to get better in math. I want to improve my writing.
Grandparent: To remain on school bus with no infractions until the end of June. To maintain an interest in his classes and stay focused while in school. To try and not act silly to impress his classmates and to be accepted by them.

TESTS ADMINISTERED	JUNE 2000	SEPTEMBER 2000	JUNE 2001
Achievement Tests	Language Arts • Reading – 22/40 • Writing – 15/35 Mathematics • Knowledge – 20/43 • Skills – 8/24		
Spelling **KTEA**		14th percentile	

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

Reading word Recognition WRMT-R		34th percentile	
Reading Comprehension WRMT-R		28th percentile	
Written Language TOWL-2		24th percentile	
Math Computation		10th percentile	

STRENGTHS	WEAKNESSES
• Is able to get along with most students in a structured situation • Enjoys talking about his own world • Works well with hands-on-operations • Works well in a group situation with supervision • Displays enthusiasm when participating in a variety of activities	• Has difficulty talking about his feelings • Has difficulty listening to instructions • Has difficulty accepting constructive criticism • Has difficulties with math • Makes disrespectful comments to students and staff • Has consistent off task behaviour

ACCOMMODATIONS FOR INSTRUCTION

- Time-out room, table and chair at the back of the room, desk in hallway
- Enhanced pupil ratio
- Staff trained to provide required procedures (e.g., non-violent crisis intervention)
- Modified math, language arts, social studies and science programs to accommodate his level of achievement

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

BEHAVIOUR MANAGEMENT STRATEGIES

1. **Create an Environment to Increase Appropriate Behaviour**
   - provide a predictable environment, with clear cut boundaries, expectations and consequences
   - use high levels of structure, routine and supervision in all settings
   - post established rules in the classroom and review frequently
   - ensure appropriate behaviour by using modelling
   - reinforce appropriate behaviour (anecdotal records, token economy, checklists)
   - utilize a daily communication book
   - have an incentive plan to modify behaviour
   - use low key teaching strategies such as eye contact, proximity, student's name
   - teach anger management
   - maintain a calm demeanor, apply consequences in a calm manner, avoid escalating a situation
   - reduce the number of transitions and have clear routines for transitions
   - recognize and reward compliance, on task behaviour

2. **Increase Attention**
   - see #1: creating a safe environment
   - minimize distractions, area of visual calm, seat near teacher
   - use frequent changes in activities, with calming time before new activity
   - allow legitimate movement (brief exercise or other manipulative)

3. **Reduce Aggressive Behaviour**
   - see #1 and #2 above
   - teach strategies for identifying and preventing situations
   - avoid placement with multiple teachers
   - reinforce small levels of appropriate behaviour
   - allow for cool down time
   - debrief after behavioural incidents

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

LEGEND

1 – consistently demonstrates behaviour
2 – behaviour demonstrated more than 50% of time
3 – behaviour demonstrated less than 50% of time
4 – behaviour never demonstrated

ATTITUDE AND WORK HABITS	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will listen to instructions	3		
Scott will work independently	3		
Scott will participate as a productive group member	2 (in teacher facilitated groups)		
Scott will show respect for students, teachers and administrators	2		

OBJECTIVES FOR AGGRESSIVE BEHAVIOUR	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will comply with adult's requests or rules	2		
Scott will not argue with adults	2		
Scott will not lose his temper	2		
Scott will not deliberately annoy other people	3		
Scott will not blame others for own mistakes or misbehaviour	3		
Scott will not bully or threaten others	3		
Scott will not initiate physical fights	3		
Scott will not swear at staff or students	2		

OBJECTIVES FOR READING INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will develop reading fluency when reading aloud from books at an appropriate reading level	2		
Scott will complete comprehension activities following assisted reading from books at his instructional level	2		
Scott will recognize the key features of a story (main character, setting, problem, solution)	2		

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

LEGEND

1 – consistently demonstrates behaviour
2 – behaviour demonstrated more than 50% of time
3 – behaviour demonstrated less than 50% of time
4 – behaviour never demonstrated

OBJECTIVES FOR READING INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will use context clues to determine unfamiliar words when reading	2		
Scott will use decoding as a secondary resource when monitoring reading	2		
Scott will place story events in sequence following reading	3		
Scott will use headings, boldface, and other textual clues to predict what information an article may contain	3		

OBJECTIVES FOR WRITING INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will follow the steps of the writing process from planning, through rough copies, to the final draft	2 (needs to be reminded)		
Scott will spend time editing his own writing for punctuation, spelling, and grammatical errors between drafts	3		
Scott will revise his writing for clarity and completeness of ideas between drafts	4		
Scott will respond to written questions with grammatically correct sentences that incorporate words from within the original question	3		
Scott will demonstrate an understanding of the plot structure required for story writing	3		
Scott will write stories that progress in a logical manner	2		

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

LEGEND

1 – consistently demonstrates behaviour
2 – behaviour demonstrated more than 50% of time
3 – behaviour demonstrated less than 50% of time
4 – behaviour never demonstrated

OBJECTIVES FOR SPELLING INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will use dictionaries to locate correct spelling, pronunciation, and meaning	3		
Scott will correctly spell common two-syllable words	2		
Scott will correctly spell three and four-syllable words	2		
Scott will identify and correctly use word endings *s, es, ies, ves, ing, er, est, ed, y.*	2		
Scott will use combination vowel patterns to spell words	2		
Scott will correctly spell words with double consonants	2		
Scott will use double middle consonants before adding the *ed* ending	2		

OBJECTIVES FOR SCIENCE INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will ask questions that lead to exploration and investigation	3		
Scott will record observations and measurements accurately, from activities and experiments done in class	3 (only when teacher led)		
Scott will evaluate the findings of the experiment	3 (only when asked to by teacher)		
Scott will work independently or cooperatively with others in planning and carrying out the identified procedures	3		
Scott will communicate with group members showing ability to contribute and receive ideas	3		

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

LEGEND

1 – consistently demonstrates behaviour
2 – behaviour demonstrated more than 50% of time
3 – behaviour demonstrated less than 50% of time
4 – behaviour never demonstrated

OBJECTIVES FOR SOCIAL STUDIES INSTRUCTION	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will identify Canada's provinces, territories and capitals	3		
Scott will understand and identify differences between continents, countries, provinces and territories	3		
Scott will understand how Albertans relate to their environment	3		
Scott will identify the natural resources in the regions of Alberta	3		

OBJECTIVES FOR MATHEMATICS	NOVEMBER REVIEW	MARCH REVIEW	JUNE REVIEW
Scott will recall multiplication facts to 81 (9 x 9 on a multiplication grid)	3		
Scott will verify solutions to multiplication and division problems, using estimation and calculators	2		
Scott will demonstrate an understanding of addition of decimals (tenths and hundredths), using concrete and pictorial representations	3		
Scott will demonstrate an understanding of subtraction of decimals (tenths and hundredths), using concrete and pictorial representations	3		

SAMPLE — INDIVIDUALIZED PROGRAM PLAN — CONTINUED

TRANSITION PLANS

NOVEMBER REVIEW

Scott is responding well to the structured setting. He is striving to reduce the number of conflicts and control his anger with self-initiated time-outs. However, he needs to be continually reminded to stay on task. Scott needs to be given high expectations in the quality of work that he presents during class activities. This often results in him redoing his assignments to meet these expectations. Scott's learning abilities are strengthened through hands on activities.

MARCH REVIEW

PROGRAM/GRADE PLACEMENT FOR NEXT SCHOOL YEAR

SUMMARY OF STUDENT PROGRESS

RECOMMENDATIONS FOR FUTURE INSTRUCTION

Signature of Parent/Guardian:
L. Campbell

Signature of Teacher(s):
B. Smith

Signature of Principal:
S. Simpson

Appendix D — Completed Sample Review Package (Code 43)

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ☐ 41 Severe mental
- ☐ 42 Severe emotional/behavioural
- ☒ 43 Severe multiple
- ☐ 44 Severe physical or medical, including Autism
- ☐ 45 Deafness
- ☐ 46 Blindness

Jurisdiction ABC Jurisdiction
School
Student Name Jonathan
Birthdate (yy/mm/dd) 85/06/15 **Grade**
Learning ID 00000000
Specialized Placement (describe)

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) CP (Spastic Quadriplegia), Seizure Disorder,
   ii) Developmental Delay

   b) Date of Diagnosis(es): i) August 1998 ii)

   c) Professional(s) conducting assessment(s): Dr. Simpson

   d) How does the condition affect the student in the learning environment?
   Requires modified environment, assistance to ensure safety, modified curriculum, special class placement.

2. **Additional information (if required):**

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ☒ teacher/educational assistant 4 (hours per day; staff/student ratio)
   - ☒ small group work with teacher assistant 4 (hours per day; staff/student ratio) 2:1
   - ☒ specialized setting with teacher TMD 3/1 (hours per day; staff/student ratio)
   - ☐ interpreter
   - ☐ Transliterator
   - ☐ other (specify)

   b) Specialized or adaptive equipment. For example:

   - ☐ communication devices
   - ☒ assistive computer technology
   - ☐ Free Field Amplification
   - ☒ other (specify) Facility modification – washroom
   - ☒ OT/PT equipment
   - ☒ Specialized furniture
   - ☐ FM system

c) Assistance for basic care. For example:

- ☐ toileting program
- ☒ catheterizing
- ☐ g-tube feeding
- ☒ administration of medication
- ☐ orientation and mobility training
- ☐ other _____
- ☒ grooming
- ☒ dressing
- ☐ respiratory therapy
- ☒ management of equipment
- ☐ diapering
- ☐ feeding assistance
- ☐ oxygen
- ☒ OT/PT therapy

d) Frequent documentation

- Behaviour ☐ Checklist ☐ anecdotal notes ☐ behaviour plan
  ☐ Other _____
  frequency ☐ Hourly ☐ daily ☐ weekly ☐ monthly
- Medical ☒ Medical logs ☒ medical emergency plan
  ☐ Other _____
  frequency ☐ Hourly ☐ daily ☐ weekly ☐ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ☐ itinerant teacher
- ☒ special education consultant
- ☐ hearing consultant
- ☒ occupational therapist
- ☐ orientation and mobility specialist
- ☐ counsellor, please specify _____
- ☐ other
- ☐ speech therapist
- ☐ technology consultant
- ☐ chartered psychologist
- ☒ physical therapist
- ☐ school liaison counsellor/worker
- ☐ vision consultant
- ☐ nursing services
- ☐ audiologist
- ☐ behaviour specialist

Other service providers. For example:

- ☐ Alberta Health and Wellness
- ☒ Alberta Children's Services
- ☐ Alberta Mental Health Board
- ☐ Alberta Justice
- ☐ AADAC
- ☐ family/community agencies, specify _____
- ☐ Materials Resource Centre (MRC)
- ☐ other _____
- ☐ medical professional services
- ☒ Handicapped Children's Services
- ☐ Family and Community Support Services (FCSS)
- ☐ local police authority/RCMP
- ☐ CNIB

4. **Individualized Program Plan (IPP):**

☒ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a – e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

September 19, 2000
Date

L. Paterson
Signature of School Authority Designate

SAMPLE LETTER FROM FAMILY DOCTOR

DR. SIMPSON
FAMILY MEDICINE

August 28, 1998

RE:

DOB:

Home #:

To whom it may concern:

Jonathan is a patient who suffers with cerebral palsy of the spastic quadriplegia type, a seizure disorder and developmental delay. For this reason he should be considered eligible for the necessary funding to allow him to participate to the full extent of his capabilities in a school setting.

Sincerely,
Dr. Simpson

Community High School

SAMPLE ASSESSMENT — JONATHAN
Summary of Adaptive Behaviour Scale-School (second edition)

Student: Jonathan
Birthdate:
Date of Rating: **January 5, 2000**
Date of Summary: **January 7, 2000**

The Adaptive Behaviour Scale is designed to provide a reasonably comprehensive assessment of a student's ability to cope with their environment.

This scale is divided into two parts. Part One focuses on personal independence and is designed to evaluate coping skills considered important to personal independence and responsibility in daily living. The behaviours within Part One are grouped into nine behaviour domains. Part Two of the scale is concerned with social behaviours. These are grouped into seven domains and are measures of those adaptive behaviours that relate to the manifestation of personality and behaviour disorders.

The **Non-Mental Retardation Norms** were used to calculate percentile ranks, standard scores and age equivalents. The standard scores provide the clearest indication of a person's adaptive behaviour at the time of the assessment. Domain standard scores are based on a distribution having a mean of 10 and a standard deviation of 3. Factor standard scores are based on a distribution having a mean of 100 and a standard deviation of 15.

Part One Domain Scores:

	Percentile	Standard Score	Age Equivalent
Independent Functioning	<1	1	<3
Physical Development	2	4	<3
Economic Activity	<1	1	<3
Language Development	<1	1	<3
Number and Time	<1	1	<3
Prevocational/ Vocational Activity	5	5	3-9
Self-Direction	<1	2	<3
Responsibility	1	3	<3
Socialization	<1	2	<3

Part Two Domain Scores:

	Percentile	Standard Score
Social Behaviour	91	14
Conformity	75	12
Trustworthiness	84	13
Stereotyped & Hyperactive Behaviour	5	5
Self-Abusive Behaviour	63	11
Social Engagement	63	11
Disturbing Interpersonal Behaviour	84	13

Part One Factors:

	Standard Scores	Age Equivalent
Personal Self-Sufficiency	<60	<3
Community Self-Sufficiency	<60	<3
Personal-Social Responsibility	<60	<3

Part Two Factors:

Social Adjustment	112
Personal Adjustment	72

Summary of Findings: Age equivalent scores indicate he is functioning significantly below his same-age peers in a number of areas of adaptive behaviour. He displays severe delays in all areas of development, which greatly impedes his ability to cope with the demands of his environment.

Special Education Coordinator / Chartered Psychologist

RESOURCE TEAM

SAMPLE OCCUPATIONAL THERAPY REPORT — JONATHAN

Name: Jonathan

Date of Birth: _____

School: _____

_____

Teacher: _____

_____

Occupational Therapist: _____
B.M.R., O.T.

Date of Report: June 25, 1999

DIAGNOSIS

Cerebral palsy, spastic quadriplegia, seizure disorder.

SUMMARY OF OCCUPATIONAL THERAPY INVOLVEMENT:

1. The Occupational Therapist assisted the Physical Therapist in reviewing the wheelchair-seating system.
2. Observations of feeding in the classroom were initiated. It was not possible to complete the assessment regarding feeding and self-care. This will be followed up on in the coming school year.

_____
B.M.R., O.T.

Occupational Therapist

SAMPLE PHYSICAL THERAPY ASSESSMENT REPORT — JONATHAN

STUDENT: Jonathan
DATE OF BIRTH:
REPORT DATE: March 30, 1998
SCHOOL:
TEACHER:

A joint referral for physical and occupational therapy services was received. In relation to physical therapy referral questions included:

a. request for appropriate flexibility exercises;
b. instructions regarding use of standing frame;
c. suggestions to enhance independence and self-care.

Date of Visits to Standard School in Relation to Student

Assessment and management recommendations were provided during visits to the classroom on the following days:
January 16, February 13, February 26, February 27, March 20 and March 26, 1998.

Significant Past History – Diagnosis of Spastic Quadriplegic Cerebral Palsy from Glenrose Rehabilitation Hospital Reports:
It is indicated that student has a seizure disorder which is controlled. Student has had an occasional grand mal seizure. He is currently medicated with Depakane. Student has had previous tendo-achilles lengthenings performed by doctor. In addition, student has been assessed at the Glenrose Feeding and Swallowing Clinic. Student's mother, indicated in a telephone conversation that student had been reviewed by Dr. Smith in the last year and that he had recommended that student not be provided with ankle foot orthosis at present. She also reported that student had been provided with new tires, foot rests and a new back for his wheelchair in late 1997.

General Observations:
Student presents as a pleasant, social boy who enjoys interacting with his teacher, classroom assistant and classmates. He was quite anxious during my initial visits. He apparently is very fearful of medical people who might have needles. He became more comfortable as he was handled more and had more contact during my follow-up visits. Once student was more comfortable, he was very keen to demonstrate his abilities. He was observed to be distractible during activities, but responded to reminders to stay focused on a task. This has been emphasized during classroom activities and it is my impression that student's ability to focus on task has improved somewhat.

Student was observed to finger feed independently with some drooling evident. He was able to wipe his face independently. Student was observed to use a pencil grip with his right hand during paper and pencil skills. He uses both oral communication and signing.

Neurological Testing
Muscle tone was assessed on the basis of resistance to passive movement and showed increases in all four limbs. Increases in tone are marked in the legs and moderate in the arms. On observation, spastic movement synergies were evident in all four limbs, but more in the legs than the arms. Quite marked increases in tone in the legs were observed during active movements of the arms. Clonus was evident at both ankles on testing.

Cardiopulmonary/Circulatory Status
Student's hands and feet were cold to touch. There were no other obvious signs of any respiratory or circulatory issues.

Skin Condition
The skin is in very good condition.

Range of Motion and Skeletal Alignment
It was noted that when lying in a supine position, the lower extremities were positioned with the hip's adductor and internally rotated with the feet positioned in marked planter flexation and inversion. When assessed in a sitting position, it was the impression of the examiner that a lateral curvature of the spine was evident. This appeared to be a long C-curve which was concave on the left side. This curve appeared to be quite mobile. The ribs were observed to quite symmetrically anteriorally.

Hip flexion, Right Full, Left Full	**Right**	**Left**
Hip extension (Thomas position)	Approx. – 30	Approx. – 30
Internal rotation with hip extended	+ 60	+ 55
External rotation with hip extended	+ 25	+ 5 + 10
Hip abduction with hip extended	+ 15	+ 15
Knee	**Right**	**Left**
Flexion with hip flexion	Full	Full
Extension	-25	-25
Ankle, planter flexion	Full	Full
Ankle dorsaflexion with the knee extended. Possible to achieve a plantargrade position of the foot with knee flexion and with compensation in mid-foot area. Gastrocnmeus-soleus spasticity is marked.		

Shoulder	**Right**	**Left**
Flexion/elevation	+ 180	+ 180
Abduction	+ 170	+ 170
Internal rotation	Full	Full
External rotation	Full	Full
Elbow	**Right**	**Left**
Flexion	Full	Full
Extension	- 25	- 30
Forearm	**Right**	**Left**
Supination	+ 70	+ 70
Pronation	+ 45	+ 70
Wrist	**Right**	**Left**
All motions were assessed within normal limits		

Motor Activities

Head Control

Student was observed to demonstrate the ability to lift his head in a back-lying position. He was also able to lift his head fully to a 90-degree angle in the prone position when supporting on his forearms. Lateral righting reactions were observed to be present but slow with sideways tilting of the trunk in sitting and were observed in side-lying with propping of the arm. The head was observed to be often inclined to the left when student is sitting in his wheelchair.

Protection Extension of the Upper Limbs

Some slow incomplete response was observed with trunk displacements in sitting. The response does not appear to be complete enough or fast enough to be of a functional quality.

Crawling and Creeping

Student demonstrated the ability to crawl on all fours slowly but not consistently in a reciprocal pattern.

Sitting

When observed sitting in his wheelchair, student's posture is quite symmetrical. Some assemetry is evident; the left shoulder is lower and head is observed to tilt to the left. When observed sitting in his wheelchair, student's feet are positioned in planter flexion and inversion. His hips are adducted and internally rotated. His pelvis is positioned in a posterior tilt. Since student's pelvis is frequently tilted posterially, his thighs are not consistently supported. His feet are observed to be positioned in a crossed position at times in his wheelchair. Student was able to

demonstrate the ability to get to a W-sitting position on the mat. When he was positioned in sitting astride a chair seat, Student was able to lift his arms and to momentarily control his trunk.

Two Point Kneeling
Student demonstrated the ability to assume this position independently from a W-sitting position on a mat. His hips appeared to be almost fully extended in this position. Some internal rotation was evident at the hip. Student controls his position quite well and appears to have the potential to learn more control in this position.

Upper Extremity Movements
Student is able to actively flex his upper extremities into a position of elevation with some elbow extension. He is also able to abduct and bring his arms forward in front of his body. He controls his upper extremities quite well during these movements but does demonstrate some consistent influence of spastic synergyies.

Standing
Student requires maximal assistance to assume a standing position. When assisted to stand during transfers, there is quite marked scissoring of his hips (i.e. adduction and internal rotation). Marked planter flexion and inversion of the feet is also evident. Demonstrates quite good ability to use his arms on a support to assist with assuming a standing position. Currently student is positioned in a standing frame in the classroom for ten to fifteen minutes at a time. Because of the fixed flexion contraction at the knees and hips, it is not possible for student to stand in this device, except in a semi-crouched position. Enjoys this activity and it likely contributes to maintenance of range of motion at the hips and knees. It is possible to get student's feet in a planter grade position in this device. There is, however, compensation at the mid-foot in order to achieve this plantar grade position. During my last visit to the classroom, student wanted to stand in the standing frame. He demonstrated the ability to move from sitting on the floor to a two-point kneeling position and then to pull to a standing position in front of the standing frame.

Walking
Student does not use a walker and can only demonstrate reciprocal movements of his legs with maximal assistance. There is marked hip adduction and internal rotation as well as plantar flexion and inversion of the feet with knee flexion. This results in student crossing his feet over each other as he attempts to make the steps.

General Independence/Locomotion/Mobility/Transfers

Wheelchair Independence
Student demonstrated the ability to apply and release wheelchair brakes and seat belt. He is able to wheel his chair at a somewhat slow but functional velocity on vinyl flooring. He demonstrated the ability to steer through doorways when concentrating. Steering his chair in some of the more crowded areas in the classroom is somewhat more challenging. Student has learned to transfer independently from his wheelchair to the floor since January, 1998. He will now begin learning to transfer back to his chair. Demonstrated the ability to transfer to and from the toilet independently using grab bars with standby supervision. He has become independent with this skill since January 19, 1998. He is not yet able to adjust his clothing during toilet activities. Is not able to negotiate ramps independently at present, but demonstrates sufficient

upper extremity control to begin to learn this skill. Distractibility will be a factor in the learning task. Outdoor wheelchair mobility has not been observed at this point in the assessment/consultation process.

Pain/Tenderness/Discomfort
None was reported.

Equipment
1. Quickie wheelchair with a J-back and a combie cushion.
2. Standing frame.
3. Bathroom transfer bars.

Recreational Activity: Student enjoys watching hockey. He enjoys swimming in the school program. His teacher reports that he did very well with floating. It is also reported to enjoy nintendo games.

Recommendations
Please see attached detailed description of activities that were recommended. The following is a summary of recommendations.
1. Institute movement/positioning program to assist with maintenance of range of motion in the upper and lower extremities in the trunk. This should include use of the standing frame to assist with lower extremity range of motion maintenance. Pressure areas related to stabilization in the standing frame need to be monitored in terms of skin integrity.
   - Continued practice with independence in relation to wheelchair skills.
   - Ramp mobility.
2. Transfer from floor back to his wheelchair with wheelchair manually stabilized.
3. Activity suggestions to encourage upper extremity range of motion control and trunk balance in sitting.
4. Suggestions for activities to include in student's physical education class.
5. Since student's motor abilities and needs in the classroom would be expected to change, it is recommended that physical therapy consultation occur on an ongoing basis to provide program and equipment suggestions and recommendations.

SAMPLE PHYSICAL THERAPY ASSESSMENT REPORT — CONTINUED
CHILD SERVICES SUMMARY

PHYSIOTHERAPY REPORT

Name:	Jonathan	D.O.B.:	
Parent:		Teacher:	
School:		Program:	
Date:	June 7, 1996	Physical Therapy Students:	

INTERVENTION PROVIDED: (Modified) S.I. Therapy

- Neuro Developmental Training for postures and transitions
- Practice of transfers to and from wheelchair to mat
- Practice wheelchair mobility to and from sessions
- Sessions 5x/week for 4 weeks, each session lasting approximately 45 minutes.

OBJECTIVES:

1. Provide increased sensory "experience" through whole body movements combined with proprioceptive and vestibular stimulation.
2. Introduce standing with Kaye Walker to increase independence for standing pivot transfer.
3. Increased independence floor to chair transfer.
4. Increased independence in wheelchair skills within school hallways.
5. Increased use of left hand for functional activities.
6. Encouraging correct trunk posture and introducing rotation in various positions – bolster ball, high kneeling, long sit, etc.

EVALUATION:

1. Enjoys swinging, playing with spandex and bouncing on the ball during therapy to increase sensory experience.
2. Tolerates standing with 1 maximum assistance for positioning of feet, pelvis, trunk, etc. for approximately 5 minutes with Kate Walker.
3. Requires 1 medium assistance from floor to chair from high kneel using trapeze to pull to stand with assistance to pivot.

4. Wheels wheelchair with some verbal cueing and hand over hand help for left hand turns. Propels chair independently and requires 1 minimum assistance with footpads and verbal cueing for brakes/seatbelts.

5. Use of left hand when wheeling improves when wearing a 1 lb. wrist weight with respect to control of movement.

6. Student maintains his pelvis in a posterior tilt most of the time and uses lateral flexion instead of trunk rotation during reaching activities.

Recommendations:

1. Continue with increased sensory experience to stimulate proprioceptive system.

2. Continue preparation for standing pivot transfer.

3. Use trapeze occasionally to increase independence floor to chair transfer when in therapy room.

4. Continue to practice wheelchair mobility skills with 1 lb. wrist weight for left wrist.

5. Use hand placements and breaking up tone patterns (i.e. Neuro Developmental Training approach) to facilitate trunk posture and rotations.

Other Comments:
Has been a pleasant student to work with.

SAMPLE SPEECH-LANGUAGE PROGRESS REPORT — JONATHAN

NAME: Jonathan
TEACHER:
SCHOOL:
REPORT PERIOD: Consultation was provided twice a month from September 19, 1995 to June 12, 1996.

SUMMARY:

Student's communication goals were to point at pictures of actions being described, to identify pictures of objects and to communicate using a picture/symbol board. He achieved these goals. He uses signs and his communication book to express his needs and interests. He demonstrated the use of the communication book and always wanted to share information with me.

RECOMMENDATIONS:

1. Evaluate student's language comprehension skills in September.
2. Explore possible ways of improving his access to his communication boards – attaching to his chair, covering boards at snack time.
3. Continue to expand his communication boards.

_____
Speech-language Pathologist

Copies:
_____ Parents
✓ Student Record

SAMPLE SPEECH-LANGUAGE PROGRESS REPORT — CONTINUED

CONSULTATION REPORT

Name: Jonathan

DOB:

Date: 19 January 1994

PAEDIATRIC FEEDING/SWALLOWING CONSULTATION SERVICE

Student, age 10 years, was seen for a feeding consultation at his full day education program held at the Pediatric centre in Any Town. Those present included the school's staff. Representing the feeding team were Speech-Language Pathologist and Student's Occupational Therapist. The consultation was requested to determine if any suggestions could be provided that would assist Student in his feeding development.

Student reportedly moved to New School recently from the Child Development Program. He is followed-up at the Glenrose Rehabilitation Hospital by Dr. Young. He recently received a custom modified wheelchair, which has reportedly improved feeding. Unfortunately, this was not available today.

Feeding Observations

Oral peripheral examination indicated the presence of a significant open bite, with the first teeth to meet being the first molars. Student has excellent oral hygiene, indicating a regular tooth-brushing program.

Student was observed drinking from a cup, eating a cookie and spoon feeding pudding. He was also observed drinking from a two-handled open cup. He initiated the cup drinking with his tongue under the rim of the cup, but quickly pulled his tongue in and used both lips to seal around the rim of the cup. He later had five consecutive sip-swallows in a row. The cup drinking is gradually improving with practice by report. Student reportedly still uses a bottle at home at times, for convenience.

With a cookie, student had some difficulty biting a piece off, but has learned to move it well back to the side in his mouth until his teeth meet and then uses a biting and rocking hand motion to get a piece off. Once the piece is in his mouth, he uses his tongue to move it around for chewing. The spoon-feeding was unremarkable, with clearing the food off the spoon with his lips and not losing any.

IMPRESSIONS

Student appears to be progressing well with his eating and drinking, in spite of his large open bite. There has been significant improvement in his ability to drink from a cup with practice at home and school. It is suspected that the mother is cutting up foods that are difficult.

SAMPLE INDIVIDUALIZED PROGRAM PLAN 2000/2001

STUDENT INFORMATION

Alta Learning Coding: 43

IPP TEAM MEMBERS
❑ Student
❑ Parents
❑ Teachers
❑ Ed. Assistant
❑ Ed. Assistant
❑ Ed. Assistant
❑ Ed. Assistant
❑ Coordinator
❑ Sp. Therapist
❑ Physiotherapist
❑ Occupational Therapist

RELEVANT MEDICAL INFORMATION
Cerebral Palsy. Scoliosis Seizure disorder – emergency call Takes Depekene 10 ml – 2x daily Lactose intolerant

ADDITIONAL INFORMATION
Photosensitive Prone to ear infections Sensitive to cold Attends Teen night Will be getting ankle foot orthosis

AREAS OF STRENGTH
Very pleasant and friendly Willing to learn, always tries his hardest

AREAS FOR GROWTH
Increase range of motion and strength Increase independence of personal care Increase use of communication boards

ASSESSMENT OF PERFORMANCE LEVEL Data gathered by:
Observation _____ Informal inventory _____ Brigance inventory _____ Consultants _____

SAMPLE IPP 2000/2001 — CONTINUED

PROGRAM FOCUS

All of the areas listed below make up the Lifeskills program. The student, parents/guardians and teachers have identified five areas as the primary functional focus for this school year.

- ❑ FUNCTIONAL MATH
  - Number recognition
  - Money skills
  - Time/Calendar
  - Measurement
- ❑ FUNCTIONAL READING
  - Personal information
  - Community words/symbols
  - Household words/symbols
  - Leisure reading
- ❑ PERSONAL CARE
  - Dressing
  - Toileting
  - Dental Hygiene
  - Personal Hygiene
- ❑ COMMUNICATION SKILLS
  - Expressive Language
  - Receptive Language
  - Written Language
  - Games
- ❑ COMPUTER SKILLS
  - Word Processing
  - Graphic
  - Internet
  - Hobbies
- ❑ REC & LEISURE
  - Individual Pursuits
  - Group Activities
  - Fitness
  - Argumentative
- ❑ LIVING-VOCATIONAL SKILLS
  - Food Prep
  - Laundry
  - Household Cleaning
- ❑ COMMUNITY AWARENESS
  - Banking
  - Restaurant
  - Shopping
  - Library
  - Travel-training
- ❑ WORK-STUDY
  - In-School
  - Off Campus
- ❑ INTERPERSONAL SKILLS
  - Behaviour
  - Work Ethics
  - Well being
  - Relationships
  - Sexuality
- ❑ MOTOR SKILLS
  - Fine Motor
  - Gross Motor
  - Mobility Training
- ❑ TRANSITIONING
  - Adult Agencies
  - Adult Education
- ❑ INTEGRATION

SIGNATURE OF IPP TEAM MEMBERS

Signature indicates that you are familiar with the goals.

STUDENT _____

PARENT/GUARDIAN _____

TEACHERS _____

EDUCATIONAL ASSISTANTS _____

COORDINATOR _____

SPEECH THERAPIST _____

CONSULTANTS _____

DATE _____

SAMPLE IPP 2000/2001 — CONTINUED

Will develop skills necessary to increase his ability to Communicate with others in a variety of situations	November 2000	March 2001	June 2001
Answers yes or no to questions			
Reads symbols for familiar activities, objects			
Indicates choices and preferences			
Demonstrates comprehension of various symbols and signs			
Communicates by using picture/symbol board			
Responds appropriately to "wh" questions			
Responds appropriately to social greetings from peers			

Will improve his abilities to feed himself independently	November 2000	March 2001	June 2001
Gets lunch bag from locker			
Takes food out of lunch bag			
Takes appropriate size bite of food			
Chews with lips closed			
Uses napkin to clean face			
Chews food thoroughly before swallowing			
Uses a straw to drink from a cup			
Drinks from a cup with no spillage			
Eats within an appropriate time frame			

Will increase skills in independent wheelchair mobility	November 2000	March 2001	June 2001
Travels down the right hand side of the hallway			
Positions his chair appropriately for the task required			
Maneuvers his wheelchair around obstacles			
Travels to various locations within the school in an appropriate time frame			

SAMPLE IPP 2000/2001 — CONTINUED

Will perform standing transfers from wheelchair with one person assistance when toileting	November 2000	March 2001	June 2001
Positions chair properly in preparation for transferring			
Applies brakes			
Swings foot rest assembly away			
Undoes seat belts			
Positions feet properly in preparation for weight bearing, while wearing ankle foot orthosis			
Uses wall bar to pull himself to standing position			
Maintains standing position while clothing adjustments are being made			
While hanging onto wall bars, will turn body to sit on toilet			
Puts both hands on wall bar in preparation for standing			
Pulls to standing using wall bar			
Maintains standing position while clothing adjustments are being made			
Sits down independently in wheelchair and adjusts position in chair appropriately			
Fastens seat belts			
Repositions foot rests			
Positions chair appropriately at sink in preparation for handwashing			

SAMPLE IPP 2000/2001 — CONTINUED

Will perform standing transfer from wheelchair with two person assistance to and from automobile	November 2000	March 2001	June 2001
Positions chair properly in preparation for transferring			
Applies brakes			
Swings foot rest assembly away			
Undoes seat belts			
Positions feet and body properly in preparation for weight bearing, while wearing ankle foot orthosis.			
Uses person's hands for support will pull to standing position			
Maintains standing position while assistance is provided to turn body and sit on car seat			
Positions body and feet in automobile			
Assists with application of seat belt			
Unfastens seat belt once car has stopped			
Turns body and place feet in preparation for getting out of car			
Pulls self to standing position using person's hands			
Maintains standing position while assistance is provided to turn body into wheelchair			
Positions body and feet in wheelchair			
Fastens seat belt			
Repositions foot rests			
Releases brakes			
Moves away from car			

SAMPLE IPP 2000/2001 — CONTINUED

INSTRUCTIONAL STRATEGIES

- ❑ Shaping
- ❑ Chairing
- ❑ Hierarchy of prompting
- ❑ Task analysis
- ❑ Modeling
- ❑ Individual adaptations of materials
- ❑ Copy notes from page
- ❑ Tracing of written material
- ❑ Color coding
- ❑ Checklists for duties/expectations
- ❑ Enlarging print/diagrams
- ❑ Use short concise directions
- ❑ Consequences (logical & natural)
- ❑ Reinforcers (natural & logical)
- ❑ Correction/Redirection
- ❑ Visual strategies
- ❑ Pictorial cues
- ❑ Provide instruction using a variety of multi-sensory approaches
- ❑ Use real-life situations and objects
- ❑ Social stories
- ❑ Have student restate or paraphrase directions
- ❑ Role playing
- ❑ Daily practice & repetition to learn and retain concepts
- ❑ Peer tutoring
- ❑ Post daily schedules & routines
- ❑ Reinforce concepts through games
- ❑ One-to-one instruction
- ❑ Use checklist or cueing devices
- ❑ Appropriate wait time
- ❑ Facilitated communication
- ❑ Off campus learning
- ❑ Daily communication book
- ❑ Other _____

REQUIRED CLASSROOM ACCOMMODATION MATERIAL & EQUIPMENT

- ❑ Language
- ❑ Classroom telephone
- ❑ Computer
- ❑ Laptop
- ❑ Adapted computer keyboard
- ❑ Communication devices
- ❑ FM systems
- ❑ Communication boards
- ❑ Standing frame
- ❑ Accessible washroom
- ❑ Accessible railing
- ❑ Audio-visual aides (tape recorder)
- ❑ Calculators
- ❑ Assistive technology
- ❑ High Tech
- ❑ Low Tech
- ❑ Other _____
  _____
  _____

Appendix E — Student Review Form

Student Review Form
Severe Disabilities
Funding 2000-2001

PLEASE CHECK CODE

- ❑ **41** Severe mental
- ❑ **42** Severe emotional/behavioural
- ❑ **43** Severe multiple
- ❑ **44** Severe physical or medical, including Autism
- ❑ **45** Deafness
- ❑ **46** Blindness

Jurisdiction _____
School _____
Student Name _____
Birthdate (yy/mm/dd) _____ **Grade** _____
Learning ID _____
Specialized Placement (describe) _____

1. **Supporting documentation from the appropriate professionals (please attach copies):**

   a) Diagnosis(es):
   i) _____
   ii) _____

   b) Date of Diagnosis(es): i) _____ ii) _____

   c) Professional(s) conducting assessment(s): _____
   _____

   d) How does the condition affect the student in the learning environment? _____
   _____
   _____

2. **Additional information (if required):** _____
   _____
   _____

3. **Services provided in accordance with the *Funding Manual For School Authorities*, Severe Disabilities, Section 1.A.2 (Jurisdictions) and 3.2 (Private Schools). Identify three or more of the following supports from (a to e) that are being provided to the student:**

   a) Frequent specialized one-on-one instruction/intervention. For example:

   - ❑ teacher/educational assistant _____ (hours per day; staff/student ratio)
   - ❑ small group work with teacher assistant _____ (hours per day; staff/student ratio)
   - ❑ specialized setting with teacher _____ (hours per day; staff/student ratio)
   - ❑ interpreter
   - ❑ transliterator
   - ❑ other (specify) _____

   b) Specialized or adaptive equipment. For example:

   - ❑ communication devices
   - ❑ assistive computer technology
   - ❑ Free Field Amplification
   - ❑ other (specify) _____
   - ❑ OT/PT equipment
   - ❑ specialized furniture
   - ❑ FM system

c) Assistance for basic care. For example:

- ❑ toileting program
- ❑ catheterizing
- ❑ g-tube feeding
- ❑ administration of medication
- ❑ orientation and mobility training
- ❑ grooming
- ❑ dressing
- ❑ respiratory therapy
- ❑ management of equipment
- ❑ diapering
- ❑ feeding assistance
- ❑ oxygen
- ❑ OT/PT therapy
- ❑ other _____

d) Frequent documentation:

- Behaviour ❑ checklist ❑ anecdotal notes ❑ behaviour plan
  ❑ other _____
  frequency ❑ hourly ❑ daily ❑ weekly ❑ monthly
- Medical ❑ medical logs ❑ medical emergency plan
  ❑ other _____
  frequency ❑ hourly ❑ daily ❑ weekly ❑ monthly

e) Therapeutic services for the student at a cost to the system. For example REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding:

- ❑ itinerant teacher
- ❑ special education consultant
- ❑ hearing consultant
- ❑ occupational therapist
- ❑ orientation and mobility specialist
- ❑ speech therapist
- ❑ technology consultant
- ❑ chartered psychologist
- ❑ physical therapist
- ❑ school liaison counsellor/worker
- ❑ vision consultant
- ❑ nursing services
- ❑ audiologist
- ❑ behaviour specialist
- ❑ counsellor, please specify _____
- ❑ other _____

Other service providers. For example:

- ❑ Alberta Health and Wellness
- ❑ Alberta Children's Services
- ❑ Alberta Mental Health Board
- ❑ Alberta Justice
- ❑ AADAC
- ❑ medical professional services
- ❑ Handicapped Children's Services
- ❑ Family and Community Support Services (FCSS)
- ❑ local police authority/RCMP
- ❑ CNIB
- ❑ family/community agencies, specify _____
- ❑ Materials Resource Centre (MRC)
- ❑ other _____

4. **Individualized Program Plan (IPP):**

- ❑ A current IPP is on file relevant to the above coding and the individual needs of the student is developed and implemented signed by the school team including the parent/guardian.

DECLARATION

Relevant documentation to support the claim is available, at least three of five supports listed in 3 (a–e) are in place, a current IPP is included in the student's file, and the student meets the Severe Disabilities Funding criteria.

_____ **Date**

_____ **Signature of School Authority Designate**

Appendix F — Profil de l´ élève ayant une déficience sévère (formulaire)

Profil de l'élève ayant une déficience sévère (formulaire) Financement 2000-2001

SVP COCHEZ UNE CATÉGORIE

- ❑ **41** Déficience mentale sévère
- ❑ **42** Déficience émotive et comportementale sévère
- ❑ **43** Déficiences sévères multiples
- ❑ **44** Déficience physique ou médicale sévère (autisme)
- ❑ **45** Surdité
- ❑ **46** Cécité

Conseil scolaire _____
École _____
Nom de l'élève _____
Date de naissance (aa/mm/jj) _____ **Niveau scolaire** _____
Identification scolaire _____
Placement (décrivez) _____

1. **Documentation d'appui des professionnels concernés (veuillez inclure dans le dossier de l'élève) :**

   a) Diagnostic.s :
   i) _____
   ii) _____

   b) Date du/des diagnostic.s : i) _____ ii) _____

   c) Professionel.s faisant le/les diagnostic.s : _____

   d) De quelle façon est-ce que cette condition affecte l'élève dans l'environnement d'apprentissage?

2. **Information supplémentaire (telle que rapports des conseillers) :**

3. **Services offerts selon le manuel des autorités scolaires pour le financement des personnes ayants des déficiences sévères (*Funding Manual For School Authorities, Severe Disabilities, Section 1.A.2 (Jurisdictions)* et *3.2 (Private Schools)*. Identifi au moins trois appuis (de « a » à « e ») qui sont présentement offerts à l'élève :**

   a) Instruction/intervention courante qui est spécialisée et individuelle. Par exemple :
   - ❑ Enseignant/aide-enseignant _____ (heures par jour; rapport élèves/personnel scolaire)
   - ❑ Petit groupe de travail avec aide-enseignant _____ (heures par jour; rapport élèves/personnel scolaire)
   - ❑ Local spécialisé avec enseignant _____ (heures par jour; rapport élèves/personnel scolaire)
   - ❑ Interprète
   - ❑ Translittération
   - ❑ Autre (spécifiez) _____

   b) Équipement spécialisé ou adapté. Par exemple :
   - ❑ Appareils de communication
   - ❑ Aide par technologie d'ordinateur
   - ❑ Amplificateur de voix
   - ❑ Autre (spécifiez) _____
   - ❑ Équipement pour l'ergothérapie ou la physiothérapie
   - ❑ Mobilier spécialisé
   - ❑ Système FM

c) Aide pour les besoins essentiels. Par exemple :

- ❑ Programme d'entraînement à la propreté
- ❑ Sonde
- ❑ Alimentation par tube-g
- ❑ Administration de médicaments
- ❑ Entraînement à l'orientation et à la motricité
- ❑ Soins de toilette
- ❑ Habillement
- ❑ Thérapie respiratoire
- ❑ Gestion d'appareils
- ❑ Couches
- ❑ Aide pour l'alimentation
- ❑ Oxygène
- ❑ Ergothérapie/physiothérapie
- ❑ Autre. Spécifiez : _____

d) Documentation courante :

- Comportement ❑ Liste de contrôle ❑ Notes anecdotiques ❑ Plan de comportement ❑ Autre _____
  Fréquence ❑ Par heure ❑ Par jour ❑ Par semaine ❑ Par mois
- Médical ❑ Journal médical ❑ Plan de soins médicaux d'urgence ❑ Autre _____
  Fréquence ❑ Par heure ❑ Par jour ❑ Par semaine ❑ Par mois

e) Services thérapeutiques financés par le système. Par exemple : *REACH, CASE, Belvedere Consulting Services; Student Health Initiative Funding :*

- ❑ Enseignant itinérant
- ❑ Conseiller en adaptation scolaire
- ❑ Consultant de l'ouïe
- ❑ Ergothérapeute
- ❑ Spécialiste en orientation et motricité
- ❑ Orthophoniste
- ❑ Consultant en technologie
- ❑ Psychologue agréé
- ❑ Phytothérapeute
- ❑ Consultant de la vision
- ❑ Services d'infirmière
- ❑ Audiologiste
- ❑ Spécialiste en comportement
- ❑ Conseiller en orientation
- ❑ Conseiller. Spécifiez : _____
- ❑ Autre. Spécifiez : _____

Autres fournisseurs de services. Par exemple :

- ❑ Alberta Health and Wellness
- ❑ Alberta Children's Services
- ❑ Alberta Mental Health Board
- ❑ Alberta Justice
- ❑ AADAC
- ❑ Agences familiales/communautaires. Spécifiez : _____
- ❑ Materials Resource Centre (MRC)
- ❑ Autre : _____
- ❑ Services médicaux professionnels
- ❑ Handicapped Children's Services
- ❑ Family and Community Support Services (FCSS)
- ❑ Police/GRC locale
- ❑ INCA/CNIB

4. Plan d'intervention personnalisée (PIP) :

❑ Un PIP en cours, pertinent à la déficience décrite ci-dessus et aux besoins individuels de l'élève, est élaboré, signé par l'équipe-école et par le parent/gardien, et implanté formellement.

DÉCLARATION

Une documentation pertinente à la demande est disponible, trois des cinq appuis énumérés au numéro 3 (a – e) en place, un PIP en cours est inclus dans le dossier de l'élève. L'élève répond aux critères de financement pour les personnes ayant des déficiences sévères (*Severe Disabilities Funding*).

_____ _____

Date **Signature de l'autorité scolaire désignée**

Appendix G — Resources

The following Alberta Learning resources are available on the department's website at http://ednet.edc.gov.ab.ca.

Funding Manual for School Authorities for the 2000/2001 School Year
The *Funding Manual* is authorized for the use of school authorities (school jurisdictions, charter schools, private schools and private ECS operators) in accessing funds under the Funding Framework introduced February 1, 1995. This manual explains what funding is available to school authorities and the conditions and requirements that apply. It also includes the principles that Alberta Learning uses to provide fair and equitable funding to school authorities.

Guide to Education for Students with Special Needs
This guide sets out Alberta Learning's requirements and expectations for the development and delivery of programs for students with special needs.

Partners During Changing Times: An Information Booklet for Parents of Children with Special Needs
This information booklet for parents of children with special needs provides a general overview of how parents can be involved in the education of their children. It outlines the rights and responsibilities of parents, the school's roles and responsibilities, relevant legal parameters and funding sources to support the delivery of special education programs and services.

Policy Regulations and Forms Manual
The manual outlines the expectations of Alberta Learning with regard to the delivery of and reporting on educational programs and services and on the implementation, of the department's Business Plan. The emphasis on a policy-driven and results-based management system is a key characteristic of the education management cycle. It encourages a system of shared responsibility with school boards, schools and school councils and includes:

- Special Education Policies 1.6.1; 1.6.2; 3.5.1; 3.5.2; 3.6.4; 3.6.5
- Student Record Regulation (Alberta Regulation 71/99).

Student Information System User's Guide
This is a complete guide to submitting student registrations. The Student Information System (SIS) is a provincial student information database developed and maintained by the Educational Information Exchange (EIE) at Alberta Learning.

Teacher Resources Catalogue

The resources in this catalogue support the implementation of special education programs. Alberta Learning follows a rigorous review process before including titles in this catalogue. This is to ensure:

- content fits the curriculum
- the resource is current
- the conceptual level is appropriate
- there is Canadian content
- the resource reflects appropriate treatment of controversial issues.

The cost and availability of each title is indicated.

The following series is available from the Learning Resources Distributing Centre. Order information is on http://www.lrdc.edc.gov.ab.ca/ or telephone (780) 427-5775; toll-free in Alberta 310-0000.

Programming for Students with Special Needs

- Book 1 — *Teaching for Student Differences* (1995)
  Highlights strategies for differentiating instruction within the regular classroom for students who may be experiencing learning or behavioural difficulties, or who may be gifted and talented. It also describes a process for modifying the regular program and includes forms to assist in teacher planning.

- Book 2 — *Essential and Supportive Skills for Students with Developmental Disabilities* (1995)
  Includes developmental checklists for communication skills, gross and fine motor skills, as well as charts and checklists which provide a continuum of life skills by domain (domestic and family life, personal and social development, leisure/recreation/arts, citizenship and community involvement, career development). It replaces the Alberta Learning curricula (1983) for educable mentally handicapped, trainable mentally handicapped and dependent mentally handicapped students.

- Book 3 — *Individualized Program Plans (IPPs)* (1995)
  This resource describes a process for IPP development and includes strategies for involving parents. It provides information on writing long-term goals and short-term objectives. Forms and checklists are included to assist in planning. Transition planning is also addressed, along with case studies and samples of completed IPPs.

- Book 4 — *Teaching Students who are Deaf or Hard of Hearing* (1995)
  Includes information on the nature of hearing loss, various communication systems, program planning and teaching strategies. A section on amplification and educational technologies includes hints for troubleshooting hearing aids and FM systems.

- Book 5 — *Teaching Students with Visual Impairments* (1996)
  This resource offers basic information to help provide successful school experiences for students who are blind or visually impaired. The information in this book addresses:
  - the nature of visual impairment
  - educational implications
  - specific needs
  - instructional strategies
  - the importance of orientation and mobility instruction
  - the use of technology.

- Book 6 — *Teaching Students with Learning Disabilities* (1996)
  This resource provides practical strategies for regular classroom and special education teachers. Section I discusses the conceptual model and applications of the domain model. Section II includes identification and program planning, addressing early identification, assessment, learning styles and long-range planning. Section III contains practical strategies within specific domains including metacognitive, information processing, communication, academic and social/adaptive. Section IV addresses other learning difficulties including attention-deficit/ hyperactivity disorder and fetal alcohol syndrome/possible prenatal alcohol-related effects. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

- Book 7 — *Teaching Students who are Gifted and Talented* (2000)
  This resource provides practical strategies for regular classroom and special education teachers. Section I addresses administration of programs for the gifted and talented at both the district and school levels. Section II discusses conceptions of giftedness, highlighting nine theoretical models. Section III discusses identification of gifted and talented students, including information on gathering and recording data using several different measures, developing individualized program plans, communicating with and involving parents. Section IV discusses giftedness in the visual and performing arts. Section V contains strategies for designing and implementing programs, including curriculum modification. Section VI discusses post modernism and gifted education. The appendices contain lists of annotated resources, test inventories, support network contacts and blackline masters.

- Book 8 — Teaching Students with Emotional Disorders and/or Mental Illnesses (2000)
  This resource takes a comprehensive look at six emotional disorders or mental illnesses: eating disorders, anxiety disorders, depression, schizophrenia, oppositional defiant disorder or illness and presents strategies for teachers, parents and other caregivers to use to assist students.

Teaching Students with Fetal Alcohol Syndrome and Possible Prenatal Alcohol-related Effects (1998)

This document provides educators with a basic understanding of characteristics associated with fetal alcohol syndrome (FAS) and possible prenatal alcohol-related effects (PPAE). The sections include:

- a general overview of the diagnostic procedures
- the prevalence of FAS and PPAE
- the physical, educational and behavioural characteristics
- specific strategies designed to enhance the educational, social and behavioural and psychological development of students with FAS and PPAE
- an annotated list of other teaching resources.